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College of Education and Human Services

July 1, 2006–June 30, 2007

ANNUAL REPORT



WRIGHT STATE
UNIVERSITY

CELEBRATING

40
YEARS

1967–2007

Photo Key (clockwise from upper left):

Doris Johnson, 2005–2006 Excellence in Scholarship Award; G. William Gayle, 2005–2006 Excellence in Teaching Award; Mary Ellen Bargerhuff, 2005–2006 Bonnie K. Mathies Award for Outstanding Service. Not pictured: Ron Helms, 2005–2006 Outstanding Faculty Member Award.

Patricia Renick, Colleen Finegan, and Charlotte Harris, editors of *Inclusive Education: When Learning Becomes the Common Ground*.

Seated (L–R): Kenneth Schatmeyer, promoted to associate professor with tenure; Donna Tromski-Klingshirn, promoted to associate professor with tenure; Rick Wantz, promoted to professor.

Standing (L–R): Jim Tomlin, promoted to professor; James Dunne, promoted to associate professor with tenure; Joseph Keferl, promoted to associate professor with tenure. Not pictured: Susann Mathews, promoted to professor.

Charlotte Harris, appointed associate dean; Bonnie Mathies, retired associate dean.

Scott Graham, appointed chair of the Department of Educational Leadership; Colleen Finegan, appointed chair of the Department of Teacher Education.

*Preparing professionals to meet the
educational, leadership, and human service needs
of a diverse, democratic society.*

College Mission Statement
Adopted May 2003

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Dean's Executive Summary

Much of the 2006 and 2007 academic year saw the College of Education and Human Services (CEHS) acting out the title of Michael Fullan's book, *Leadership & Sustainability: System Thinkers in Action*. All CEHS faculty were offered a copy of Fullan's book in spring 2007 by the Doctoral Planning Committee and encouraged to read it during the summer of 2007. Fullan (2005, p. 14) links abstract concepts to concrete examples, providing guidance for the system thinker in action, including the following eight elements of sustainability that certainly characterize the work of CEHS:

1. Public service with a moral purpose
2. Commitment to changing context at all levels
3. Lateral capacity-building through networks
4. Intelligent accountability and vertical relationships
5. Deep learning
6. Dual commitment to short-term and long-term results
7. Cyclical energizing
8. The long lever of leadership

The CEHS Doctoral Planning Committee has thought deeply about what the work of leaders should be in educational and human services arenas in the coming decades, and Fullan's eight elements have provided a way forward as the committee has cast, recast, and forged a proposal for the college's first doctoral program. I applaud their efforts and strongly believe that they have definitely anticipated the future direction of professionals in education, human services, and other organizations in the coming decades. In fact, their work has been so creative and future oriented that we have encountered resistance in various venues from individuals who cannot or will not be open to what a changing educational landscape suggests for the future.

Fullan's eight elements parallel closely the tenets of the National Network for Educational Renewal with its emphasis on moral purpose, collaboration, inquiry, simultaneous renewal, equity, access, nurturing pedagogy, and stewardship of public institutions (Goodlad, 2004).

As the 2006–2007 CEHS Annual Report was being compiled, significant changes were announced by Ohio Governor Ted Strickland and Ohio Board of Regents Chancellor Eric Fingerhut. Effective as of the announcement in mid-August 2007, Wright State University has become a part of the University System of Ohio. Under this directive, Wright State will join with Ohio's career centers, 23 community colleges, branch/regional campuses, and 12 other state universities to collaborate toward meeting state goals. State fiscal resources will be linked to the actual performance of institutions in meeting state-wide goals and policies, instead of only an emphasis on enrollment, as was the case with past state budgets (Gottschlich, 2007). At the same time, the governor has shared his goal of bringing an additional 230,000 new college graduates to Ohio in the next ten years.

As the college and university engage in a new round of strategic planning for the 2008–2013 period, and as we work to meet the new goals and policies of the new University System of Ohio, the tenets of Fullan and Goodlad could not be more useful. We look forward to the University System of Ohio's ten year master plan when it is released for comment early in 2008. As in the past 40 years of Wright State's development, the College of Education and Human Services will be prepared to make significant contributions to the well-being of the Miami Valley Region which counts on us to prepare professional leaders, educators, and counselors for a diverse democratic society.

continued

As you read and reflect on the accomplishments of the past year in this report, I believe that you, too, will see the parallels and resemblances between the work of Fullan and Goodlad and the mission of CEHS. I hope you will share with me your impressions of how these two inspiring authors might assist us as we continuously strive to improve the educational opportunities and offerings for our college's students.

Summary of College Activities

Athletic Training

The Athletic Training Program (ATR), first offered in fall 2003, is a Bachelor of Science in Education degree which prepares students for positions as certified athletic trainers in high schools, sports medicine clinics, colleges/universities, and Olympic or professional settings, or for future graduate studies. The curriculum seeks to provide the students with the cognitive knowledge, necessary clinical skills, and appropriate responses to future demands in this allied health field.

The Athletic Training Program underwent a successful accreditation site visit April 1–3, 2007, from the Commission of Accreditation of Athletic Training Education (CAATE). Effective July 1, 2006, Dr. Matt Lawless became the medical director for the ATR program and Mr. Brett Hoffman was hired as an additional faculty member. The curriculum also went through a content transformation that will better prepare the future athletic trainer.

The program has a strong nationwide internship component, with Wright State students securing internships with the following organizations: Cleveland Browns, Baltimore Ravens, Duke University, University of Hawaii, University of Denver, Cincinnati Moeller High School, Cincinnati Reds, Beacon Orthopedics, and the Dayton Bombers.

The Athletic Training Student Organization (ATSO) was very active during the past year. They attended the Great Lakes Athletic Trainer's Association convention in Chicago, and organized and presented an all-day Athletic Training Workshop to prospective students. The students placed second in the Ohio Athletic Trainers' Quiz Bowl out of fifteen teams. A CEHS athletic training student was selected as the scholar of the year, and an athletic training alumnus was awarded the Outstanding Department Alumni Award. The ATSO had two successful fund-raisers this year and organized the annual ATSO Olympics held on the last day of classes.

Assessment

CEHS has been actively engaged once again in a variety of assessment initiatives this past year. The college continued to focus on professional, state, and institutional standards both at the program and unit levels as evidenced by the following list of activities:

Unit Assessment Committee

The Unit Assessment Committee met seven times during the year and grew from 23 to 25 members representing the College of Education and Human Services, the College of Liberal Arts, the College of Science and Mathematics, the university at large, and pre K–12 school partners. Accomplishments include the refinement of the portfolio rubric, professional dispositions, and impact on student learning/client needs to be assessed within Tk20 Campus Tools Higher Education System. The conceptual framework language was also slightly refined to be more inclusive of the non-NCATE programs within our unit. (See Appendix E.)

continued

Assessment Workshops

On December 6, 2007, a unit assessment retreat was held. The event involved the revision of program data for submission to Tk20, and provided time for program-level faculty to meet and share recent developments. At the conclusion of the event, participants received a small stipend for the completion and submission of their documents on Tk20.

On January 17, 2007, Dr. Anne Bauer from the University of Cincinnati (UC) shared her university's Goal Attainment Scale with our unit faculty. The Unit Assessment Committee used this instrument as a model for our Impact on Student Learning/Client Needs Assessment (Appendix E). In addition, Dr. Bauer discussed improvements UC has made in moving from a paper based to a Web based assessment system, which was beneficial as well with our recent implementation of Tk20.

Tk20 Campus Tools Higher Education System

CEHS adopted the Tk20 Campus Tools Higher Ed System in the spring of 2006. The assessment tool software program allows institutions the ability to collect data in a variety of ways; develop electronic portfolios; monitor field and clinical experiences; develop surveys for collaboration and feedback; develop reports for national, state and local reporting needs; and perform candidate advisement. During the 2006–2007 academic year, faculty training was offered each quarter, as well as student training sessions at both the main campus and Lake Campus. The tool is being used by both National Council for Accreditation of Teacher Education (NCATE) and non-NCATE programs within the college. Data collected from the system will be distributed annually to each program at the CEHS fall retreat. Data-driven decisions will drive program and unit improvements for the coming year.

Data Manager/Analyst Position

During the 2006–2007 academic year, the college created a new position to assist with the collection, management, and analysis of data. The position was initially conceptualized as a data manager prior to the implementation of Tk20, but recently reclassified as a data reporting analyst. The data reporting analyst serves as the key communicator and problem solver for the day-to-day operations of the data management tool.

Communications Committee

The committee first convened in November of 2005 with the purpose of (1) discussing and assessing present means of communication across the college with both internal and external stakeholders, and (2) establishing a two-year plan to ensure consistency and reliability of communications. Within these purposes, a major goal is to share with external constituents the mission and accomplishments of the college.

Committee members represent various constituencies throughout the college, and serve to support several objectives in the college strategic plan related to communication with internal and external stakeholders. This year's accomplishments included the initiation of a Web based approval system for modifications to the college Web site; expansion of the distribution of *Benchmarks*, the annual college magazine distributed to alumni and friends, to include Ohio's colleges and universities; posting of *Benchmarks* on the college Web site; revision of several program brochures; and a revised graduate survey, designed to be more inclusive of non-educational programs with the focus of our conceptual framework, and distributed on an annual basis.

continued

Development

Development efforts in the college continued in 2006–2007. Several new scholarships were created and funded to assist undergraduate and graduate students, including the Mini U Scholarship and the Sam Harris Memorial Scholarship, in honor of former TED faculty member Sam Harris. The college also received a generous gift to name the Educational Resource Center, and the celebration and unveiling of the Renate and Charles Frydman Educational Resource Center will occur this fall. Efforts to reach out and connect with alumni continued through the university phonathon program, the third publication of *Benchmarks*, and through department alumni events. In May 2007, the college hosted its second annual Outstanding Alumni Awards Dinner where four alumni from college departments were honored—Steve Gordon (EDL), Mary Bowman (HS), Kevin Bell (TED), and Dan Smith (HPR).

Doctoral Degree Planning Committee

Planning for the first college doctoral program continued in the 2006–2007 academic year. A series of meetings were held under the direction of Dean Gregory Bernhardt and Dr. Charles Ryan, Director of the Office of Graduate Programs, as co-chairs of the committee to continue development of a full proposal. An initial draft was distributed and discussed in summer and fall 2006. At this stage of planning, the document has received substantial input from stakeholders regarding the conceptual base and proposed curriculum.

After discussion in spring 2007, the proposal shifted focus from the conceptual base of Sustainable Renewal in the Helping Professions to Sustaining Renewal. The current document is modeled on this revised conceptual base and is aimed to prepare expert practitioners with the knowledge and skills to develop systems that support interventions and reforms in the areas of their expertise. The three “E’s” of sustainability—ecology, economics, and equity—will be used to guide curriculum for organizational problem solving and decision making. The curriculum will have a focus on the utilization of systemic reform, research theories, collaboration, and consultation to extend and expand a practitioner’s experience, as well as a produce research to contribute new knowledge to the field and informed practice.

The mission of this doctoral program is to establish and support networks of scholars, teachers, counselors, trainers, consultants, and policy makers who plan, deliver, and develop sustainable renewal for programs in their organization or group settings. This new conceptual base for the program will provide a unique doctoral offering in Ohio that is not currently available to citizens.

It is anticipated that the full proposal will be presented to college faculty and the Wright State School of Graduate Studies, with anticipated submission to the Ohio Board of Regents by fall 2007 for review and approval to initiate the program and begin marketing by January 2008.

Dual Enrollment

The college worked closely with the senior vice president for curriculum and instruction to plan for Wright State’s response to the Ohio Core high school curriculum initiative to make college credit courses more available to qualified high school students in our service region. Discussion with area high schools indicated a strong interest in developing this type of a relationship, and on-campus discussions with the College of Liberal Arts, the College of Science and Mathematics, and the College of Engineering and Computer Sciences were initiated. Plans called for an initial meeting with interested school district personnel during the summer of 2007, with the first course offerings to be made available in the fall of 2007. The dual enrollment for both high school and college credit will supplement and not supplant the state’s current Post Secondary

continued

Enrollment Option that has been in place since the mid 90's. While CEHS does not plan to offer courses in area high schools for seniors, our relationship with regional school districts and administrators requires our college to facilitate some of the planning and implementation in the coming year.

ED LINK-12

The Educational Leadership Information Network (ED LINK-12) Program, operated by the Division of Professional Development (DPD), serviced 32 school districts with a total of 61 meetings held at four different locations: Miamisburg, Sidney, Middletown, and on campus. These meetings gave area educators the opportunity to network with each other and discuss various school topics and concerns. The meeting agendas were developed by the member schools, and DPD provided a facilitator experienced in each individual area of concern. The ED LINK-12 Program will be joining the Buckeye Association of School Administrators (BASA) next year in an effort to better service members. Membership has declined recently due to challenging school finance problems. New members are actively sought through contact with new administrators to the area.

EDvention

EDvention is a p-16 collaborative in the Dayton region designed to systemically, strategically, and collaboratively support science, technology, engineering, and math talent development in the Dayton region. CEHS provided funding and partnered with the Engineering and Science Foundation of Dayton, the Montgomery County Educational Services Center, Sinclair Community College, University of Dayton, and the KnowledgeWorks Foundation to create EDvention in anticipation of increased Ohio Core and science, technology, engineering, and mathematics (STEM) initiatives vital to the social, educational, and economic vitality of the Miami Valley. Strategically, EDvention will identify and support proven and promising programs and practices in teaching, learning, and talent development. The college will collaboratively work with stakeholders to effectively implement priority solutions, leverage resources, and advocate and support advancing STEM talent. The vision of EDvention is to dramatically increase the STEM talent throughout the region, positioning the Miami Valley to become a leading competitive marketplace for innovation, research, and emerging technology industries propelling regional economic growth and individual opportunity.

Grant Activity

College faculty and staff were active in the preparation of over 35 grant applications at the local, state, and federal levels, and the administration of over \$2.5 million in grant funding during this report period (see full report in Appendix B). In support of the college Strategic Plan, continued funding of the grant writing position allowed for the hiring of Matt Grushon in June 2007, after the resignation of Florence Walusimbi in January 2007.

Leadership Academy

The CEHS Leadership Academy was established in 2006-2007 with the purpose of growing and developing potential academic leaders by nurturing and developing leadership talent in order to insure the future success and effectiveness of the college. Under the leadership of Associate Dean Bonnie Mathies, 16 CEHS faculty and staff attended six half day symposia that addressed topics falling into three broad areas: (1) higher education leadership, (2) critical issues and resource management, and (3) higher education positions and roles. Speakers

continued

included the university provost and associate provost, the chairperson of the Ohio House of Representatives Education Committee, the university vice president for fiscal affairs and finance, the director of the Center for Urban Planning and Administration, the university vice president of Student Affairs, the college dean, and others. Current planning for a 2007–2008 Leadership Academy are underway. Follow-up activities with the 2006–2007 cohort are contemplated.

National Network for Educational Renewal

The 2006 Annual National Network for Educational Renewal (NNER) Conference, “Leadership for Simultaneous Renewal: Changing Roles in Changing Times,” was co-sponsored by CEHS and the Miami University School of Education and Allied Professions on October 18–21, 2006, in northern Cincinnati. Over 400 attendees heard presentations by NNER members from public school and university personnel from 25 states, 30 universities, and more than 50 school districts at the three-day conference. Keynote addresses were delivered by University of Cincinnati President Nancy Zimpher; Dr. Cile Chauvez from Colorado; Dr. Bob Moses of the Algebra Project and civil rights activist; Dr. Michael Dantely, president of the University Council of School Administrators; Dr. John Goodlad, president of the Institute for Educational Inquiry; and Dr. Spencer Crew, director of the National Underground Railroad Museum (held at the Freedom Center on the Ohio River in Cincinnati, OH).

Ohio Academic Leadership Academy

The Ohio Inter-University Council (IUC) possesses a strong commitment to the professional preparation of future higher education leaders, and offers to member institutions the opportunity to participate in the Ohio Academic Leadership Academy Program (OALA). Each year, the IUC chief academic officers (university provosts) invite at least one individual from another Ohio public university to focused campus visits and provide development opportunities for faculty and staff contemplating future academic administrative careers. Dr. Colleen Finegan, professor in the Department of Teacher Education, was the chosen Wright State University participant for 2006–2007. Experiences included shadowing a variety of provosts, deans, associate deans, and directors of student and faculty affairs offices.

Ohio Core

The Ohio legislature and then Governor Robert Taft signed into law legislation that increased the amount of math, science, and foreign language instruction required of high school students to be considered ready for college. Completion of the Core curriculum will be required of all Ohio high school graduates by 2011 if they wish to attend a state four-year university. Without this Core curriculum, high school graduates will be required to begin their college career at a community college or regional two-year campus. In addition, the Core legislation mandated dual enrollment of high school and college credit bearing courses, and monitoring of the college readiness of high school graduates who attend Ohio universities. Other components of the legislation created funding for the licensure of mid-career professionals into math, science, foreign language, and special education programs, and an emphasis on articulation between high schools and higher education institutions in the entire state.

Clark County Educational Service Center, in cooperation with CEHS and the College of Science and Mathematics, added licensure for 18 educators in chemistry and physics, and the Montgomery County Educational Service Center, in cooperation with CEHS and the University of Dayton, licensed 28 new teachers in mathematics, biology, and integrated sciences as a part of the Ohio Core funding provided by the Ohio Department of Education in 2006–2007.

continued

Partners in Transition

Working in collaboration with the Greene County Educational Service Center and several local school districts, the College of Education and Human Services initiated a pilot program designed to provide employability training opportunities to high school students with multiple disabilities. The goal of the Partners in Transition (PIT) Program is to allow students to experience vocational training in a supervised off-school site. Participation in the PIT Program creates volunteer opportunities for students to learn about different types of jobs and promotes long-term personal planning. Through active participation in “real-life” work experiences, students learn independence in job skills including positive work habits, work site safety, speed, quality, stamina, and work relationships.

Based on supported employment theory, students in the PIT program at Wright State completed job tasks under the direction of a job coach. A transition coordinator conducted initial task analyses to determine compatibility with particular jobs and then trained students to perform the tasks. The transition coordinator/job coach then evaluated students using ongoing ecological assessments, and providing students with immediate feedback and correction. The long-term goal of supported employment is for the job coach to “fade out” as the student worker becomes more proficient, while co-workers and other environmental cues continue to provide the support students may need.

Members of the initial PIT Crew included students from Sugarcreek, Fairborn, and Beavercreek school districts. Students worked two mornings a week in multiple environments and provided services ranging from office and clerical duties to maintenance and recycling. While most students worked within CEHS, primarily in the Department of Teacher Education, the Educational Resource Center, and the Dean’s Office, some students also learned job tasks for areas outside the college. Reaction from faculty and staff to the students’ presence on campus was overwhelmingly positive as was feedback from students, their parents, and school district representatives. Faculty from the university, the educational service center, and the school districts plan to continue the collaboration with a goal of future expansion.

Praxis III: Entry Year Teacher Licensure

The Ohio Region Four Office for Praxis III Entry Year Teacher Assessments has been located within the college since 2001, who served as the fiscal agent under the direction of Dr. Michael L. Barnhart. As of July 1, 2007, and the implementation of HB 115, the fiscal agency was transferred from Wright State to the Montgomery County Educational Service Center.

The primary purpose and responsibility of the regional office will continue to be managing and conducting the Praxis III assessment process for entry year teachers as required for licensure by the Ohio Revised Code. Region Four will become Region Ten and will remain one of 12 Praxis regions in Ohio.

The regional office has been responsible for the assessment of entry year teachers in nine counties: Clark, Champaign, Darke, Greene, Logan, Miami, Montgomery, Preble, and Shelby Counties. This past year, Region Four also took on the responsibility of handling over 60 assessments from Warren County. In the future under HB 115, Region 10 will have only six counties and will give up Champaign, Logan, and Shelby Counties to the newly created Region Six.

During 2006–2007, the regional office conducted 623 assessments with the help of 120 trained Praxis III assessors. The assessors are required to attend a four-hour recalibration session each year, after their initial training and passing of the Assessor Proficiency Test, to remain qualified as an active assessor. Twenty-six experienced and professional educators trained as Praxis III assessors were added during this last year.

continued

Strategic Plan Efforts and Accomplishments

The college is in the fourth year of implementing its strategic plan (Appendix C) in conjunction with the university's strategic plan. Progress made this year in support of the plan, in addition to items already mentioned, includes the following activities in support of the goal to diversify and enrich curriculum and the goal to expand partnerships and enhance diversity:

Adaptive Technology Lab

In winter 2007, the Department of Human Services Adaptive Technology Lab was upgraded with equipment designed to assist in sign language and adaptive technologies education. In the area of sign language, the lab has added a digital sign language learning system that enables a multimedia based, open learning environment where teachers and students can easily share course materials and work together or independently to develop sign language proficiency. This new technology will assist the department American Sign Language and Interpreting programs. The addition of this equipment puts Wright State University and the Department of Human Services at the forefront of delivering technology based sign language education.

In the area of adaptive technologies, the lab was able to add a number of technologies that enable rehabilitation students, faculty, and others to better understand how adaptive equipment can improve the lives the disabled. The additional technology includes equipment used to assist in areas of communication, computer interface, and education. One of the main functions of the lab is to introduce and demonstrate to students, faculty, and others how adaptive technology can assist individuals with disabilities in key areas of their lives, especially in the area of universal access to education.

Adolescent Reading Specialist Program

For the past three years, Dr. Richele O'Connor, Department of Teacher Education, has been involved as field faculty in a professional development project funded by the Ohio Department of Education entitled "Literacy Education Partnership Field Faculty Network." Involvement in this project included monthly meetings in Columbus with field faculty from nine different universities in Ohio, monthly meetings with the adolescent literacy specialists, observations of the specialists delivering the Core curriculum to teachers, and presenting at the Annual Literacy Specialist Conference in May 2007 in Columbus.

Wright State partner school districts Fairborn City and Troy City were involved in the project, as were neighboring districts such as Mad River Local and Huber Heights City. Greenville City and Bellefontaine City school districts also participated for two years. Overall, Dr. O'Connor worked with 14 school districts and 31 adolescent literacy specialists. The future of the project is uncertain at this time, but a vast array of related materials will be processed into the Educational Resource Center.

Advanced Placement Summer Institute

Wright State was in the forefront last year as one of only two state universities offering training to teach advanced placement courses with the advent of the Advanced Placement Summer Institute. The program is international and enrollment is open to high school advanced placement teachers. In the first year, three classes were held with a total of 52 in attendance. In this second year, four classes were offered and enrollment increased to 73, representing 53 school districts, four states, and one foreign country. Subjects for the second year were American History, Calculus, Chemistry, and English Literature and Composition.

continued

The College Board is the sponsoring agent for these workshops and is responsible for approving specially trained workshop consultants. Future plans include the addition of more topics and workshops.

Dayton Public School Principal Academy

This unique program is a continuation of a program developed to support Dayton Public Schools administrator preparation through the implementation of an Ohio Department of Education professional development grant. Classes are taught by Wright State University Educational Leadership Program faculty with assistance from adjunct faculty comprised of Dayton Public School personnel and administrators from surrounding school systems. Academy candidates are selected based on factors such as leadership characteristics, interview results, and referrals from practicing building administrators.

The rewards of the program are the collaboration of future administrators on knowledge, ideas, and problem sharing/solving. Challenges to the program involve the large number of courses required by the state for licensure, various educational backgrounds of participants requiring different courses, and difficulty in scheduling class meeting times due to participant commitments outside of the classroom. Eleven students completed the 68 quarter hour administrator preparation program during 2006–2007. The new cohort contains fifteen candidates and will start in fall 2007.

Gifted Education Endorsement Program

Since its implementation in 2005, the Gifted Education Endorsement Program has made great strides fulfilling the college goal to enhance learning experiences to recruit and retain a diversity of students from the region and beyond.

The 28 quarter-hour program is delivered both on campus as a regular university program, and through a cohort model delivered at partner districts. To date, there have been two such district-level cohort offerings: one at Dayton Public Schools and a second at Sugarcreek Local Schools. Dayton's cohort was launched during fall 2005 and most of these students will have completed their last course, the practicum, by summer 2007. The Sugarcreek cohort began in fall 2006 and should be completed by summer 2008. Combined, the two cohort groups will produce 32 candidates with the K–12 Gifted Endorsement. The gifted program has grown over the past couple of years from a small number of five to six candidates per year to over 50 candidates currently pursuing the endorsement.

The cohort model was designed to be delivered on site at district schools, with a flexible schedule and delivery system to meet candidates' needs. Curriculum is enriched through personalized design to address the K–12 population of the particular school district.

To address the college's plan to expand marketing and recruitment efforts, the program's cohort model has been shared at local and national conferences, such as National Network for Educational Renewal and American Association for Colleges of Teacher Education. The second cohort group was developed after information about the Dayton cohort was shared at a college partnership meeting in January 2006.

Literacy Specialist Endorsement Program

Wright State has participated in the Literacy Specialist Endorsement Program (LSEP) for the past two years, and the college was involved in the development and initial implementation of the program that is offered by a consortium of seven Ohio universities. The LSEP is an advanced one-year program in reading education, consisting of 27 quarter hours (18 semester

continued

hours) that include both online coursework and a university-based internship. Successful completion of the program fulfills requirements for a Literacy Specialist Endorsement, a state credential that is added to a current professional teaching certificate or license. The consortium-based program offers a new venue for graduate education that uses a statewide online delivery of courses culminating in an internship at the home institution. This program has increased graduate enrollment and has served to increase Wright State's visibility and reputation throughout the state.

Institutions participating in the consortium include John Carroll University, The Ohio State University, University of Akron, University of Dayton, University of Toledo, Wright State University, and Youngstown State University. Dr. Ken Schatmeyer, assistant professor in the Department of Teacher Education, served as coordinator of the LSEP and Dr. Charlotte Harris served on the Advisory Board.

M.Ed. Program in Classroom Teacher, West Carrollton City Schools

For the past three years, CEHS has partnered with the West Carrollton City School District to provide the Graduate Partnership Program (GPP), a graduate degree program developed specifically to enable West Carrollton teachers to achieve high performance and innovation in classroom teaching through inquiry.

The GPP is the fruit of the collaborative efforts of West Carrollton Superintendent Rusty Clifford, Assistant Superintendent Larry Campbell, and CEHS associate professors Tim Rafferty and Jill Lindsey. Together, they designed a Master of Education degree tailored to align with specific West Carrollton district initiatives including strategic plans, individual professional development plans, and district professional development assessments. The group of 14 teachers have been meeting one evening a week in the West Carrollton Campus Hackett Center to take Wright State coursework focused on developing the necessary skills and knowledge to enable each teacher to complete a year-long action research project in their classroom. In addition to inquiry skills, the GPP cohort has developed a strong professional and social network that will continue to sustain them long after completion of their degree.

Reading Recovery Program

During 2006–2007, partnerships between CEHS and local schools were strengthened through the continuation of the Reading Recovery Program that trains teachers to become highly specialized in their support of at-risk first grade readers, and provides ongoing professional development and individual on-site coaching to teachers. Additionally, two intervention specialists took part in the yearlong training course as part of a pilot project, learning to design and instruct individual lessons for children who find literacy learning most challenging. The teacher leaders at the Wright State site supervised the teaching of 564 first grade Reading Recovery students, working with 79 teachers in 44 elementary buildings in 19 school districts in four counties (Greene, Clark, Montgomery, and Darke) in southwestern Ohio.

The site also developed and offered a course for first grade teachers who have Reading Recovery students in their classrooms. The class was attended by 13 first grade teachers during fall and winter quarters. The goal of this project was to encourage better communication between the classroom and intervention teachers, while encouraging teachers to use research and collaboration in working with at-risk students within the classroom. The teachers rated the experience quite highly, and school administrators have asked that this course be offered again this year.

Funding for this project is supported by the state of Ohio budget, and the Wright State site is operated by Assistant Professor Jackie Collier, Ms. Phoebe Ingram, and Ms. Amy Shilt.

continued

Student Government

Andrew Statt served as the Student Government senator for the College of Education and Human Services for the 2006–2007 academic year. The college senator is a member of the Dean's Cabinet, a collaborative and consulting body that meets monthly to discuss current college issues and tasks. The college has collaborated extensively with Senator Statt to enrich the experience of students within the college by creating stronger relations and greater rapport between faculty, staff, and students. Two examples of Senator Statt's initiatives and collaborative accomplishments with the college this past year are as follows:

A major goal for Student Government this past year was to increase awareness of the assistance that advisors can offer. A first ever "advising week" was organized for CEHS where students were able to ask questions, seek advising help, and better learn how to handle class loads.

A real world experience opportunity was created in conjunction with the Antioch University Glen Helen Outdoor Education Center to give Wright State Students the opportunity to volunteer as counselors. The Outdoor Education Center is a camp where school age children learn about biology, the environment, and a host of other educational topics. Wright State students can now join students from Antioch University to volunteer as counselors and educators at Glen Helen.

Student Organizations

African American Teachers Association

The African American Teachers Association (AATA) was founded as a student organization to serve the needs and interests of African American teachers in training at Wright State University. On average, AATA meets every other week during fall, winter, and spring quarters, offering a variety of educational and social events for members.

During 2006–2007, AATA continued to provide an important resource for African American students preparing to become teachers. The group is particularly concerned that fewer and fewer African American students are choosing teaching as a major. Those that do often face special challenges in the classroom, attaining program admission, and meeting licensure testing requirements. AATA is committed to finding ways to help address these issues. Toward this end, AATA assisted Dr. Colleen Finegan, CEHS faculty member in early childhood education, in attaining a grant designed to implement ways to assist first year minority students in staying interested in teaching as a career and in gaining admission to CEHS teaching majors. The grant also seeks to conduct definitive research into students who subsequently choose other majors or drop out.

AATA continues to be supported by Dean Gregory Bernhardt, Dr. Charlotte Harris, and Mr. Chris Murphy. Ms. Gayle Wiley, advisor and minority recruitment specialist in the Office of Student Services, serves as the AATA advisor.

While the focus of AATA is on African American students, participation in this organization is open to any Wright State student, faculty, or staff.

Chi Sigma Iota

Chi Sigma Iota (CSI) is the international honor society for students, professional counselors, and counselor educators, established at Ohio University in 1985. Its mission is to promote scholarship, research, professionalism, leadership, and excellence in counseling, and to

continued

recognize high attainment in the pursuit of academic and clinical excellence in the profession. CSI currently has 290 chapters, 12,255 active members, and 54,623 initiated members as of May 31, 2007.

Housed in the Department of Human Services, the Chi Sigma Iota Omega Chapter at Wright State University was the 19th chapter chartered in CSI history. Since being chartered on February 25, 1986, initiation ceremonies have continued to take place. As of April 30, 2007, the Omega Chapter has initiated 473 members. The current Omega Chapter faculty advisor at Wright State is Dr. Donna Tromski-Klingshirn, and on April 20, 2007, the chapter initiated 16 new members. Ms. Beverly Garrett, Omega Chapter past president (2004–2005), gave the keynote address.

Kappa Delta Pi

Installed by Dr. W. A. Stumpf in January 1969, the Lambda Phi Chapter of Kappa Delta Pi serves as an honorary society for individuals pursuing a university program resulting in teacher or educational administration licensure. Membership in the Lambda Phi Chapter is by invitation only and new membership induction is completed once per year during spring quarter. Membership is open to undergraduate students who have earned a cumulative GPA of 3.0 or higher and graduate students who have earned a cumulative GPA of 3.5 or higher. In spring quarter 2007, the chapter inducted 69 new members, bringing its active membership (consisting of both current Wright State University students and university alumni) to 277.

Students inducted into the Lambda Phi Chapter of Kappa Delta Pi may participate in a variety of social and educational events throughout the year. During the 2006–2007 academic year, the chapter sponsored a presentation by the Big Brothers Big Sisters Organization, held several members meetings, held two fundraising activities, and created a chapter Web site.

The Lambda Phi Chapter is managed by an Executive Board of Officers, with oversight from its advisor, Ms. Linda Hockaday, licensure advisor in the Office of Student Services. Initiatives for the new year include a school supplies drive, volunteer efforts in the campus and surrounding communities, a mentoring program for students intending to pursue a teacher education program, and creating educational and informational sessions for its membership.

Teacher Education Council

On February 16, 2007, Dr. Susan Tave Zelman, state superintendent of public instruction, and Dr. Marilyn Troyer, senior associate superintendent of programs, were honored guests at Wright State. The morning was spent in the college meeting with the CEHS cabinet and pre-service and in-service teachers from Fairborn Primary School.

Dr. Zelman was the keynote speaker for the winter quarter meeting of the Teacher Education Council (TEC). TEC is comprised of representatives from the College of Education and Human Services, College of Liberal Arts, College of Science and Mathematics, the university-at-large, and pre K-12 school district partners. The purpose of the council is to further the ongoing collaboration between education, arts and sciences, and professional educators to produce teachers for the nation's schools. TEC meets quarterly to focus on coordinating all available resources to prepare knowledgeable and pedagogically skilled teachers. The topic of Dr. Zelman's address was "A Systems Approach to Educator Preparation." Wright State President David Hopkins shared closing remarks, followed by a question and answer session. Representative Arlene Setzer was also an invited guest.

continued

Technology

Technology Activities

The college continued to make improvements and advancements in providing state-of-the art technology to faculty, staff and students as follows:

- Purchased and installed 36 desktop computers at a cost of \$49,065. Many of these have the capability of running both Mac OS and Microsoft Windows. Five of these computers were PC's installed into the Adaptive Technology Lab.
- Purchased 33 laptop computers at a cost of \$40,609.
- Installed a Smartboard 600i interactive, white board, audio, and projector system in the college Computer Lab.
- Used House Bill funds totalling \$15,000 to install videoconferencing equipment in the college conference room.
- Implemented new concepts and developments to assist with updating the college Web pages.
- Began collection of accreditation assessment data with the installation of the Tk20 comprehensive assessment system.
- Installed 2.7 Terabyte RAID system to allow each student in college technology classes to have 10 Gigabytes of storage.
- Developed new Intranet for the college, including online helpdesk, Web change tracking, and student contact and retention databases.

iPod Project

Fifty-nine faculty and unclassified staff members received video iPods at the annual faculty retreat in 2006, in addition to the 17 faculty who had previously received video iPods as part of a Center for Teaching and Learning professional development series. The iPods were provided through the *catalyst*Ohio grant focusing on infusing technology among higher education faculty and staff. Also as part of this grant, two faculty at Miami University, the University of Dayton, the University of Cincinnati, Sinclair Community College, and Mount St. Joseph received video iPods.

Those receiving the iPods agreed to pursue professional development, use the equipment in an educational related activity, and write a brief description of their use of the product. An amazing array of activities and uses were reported by the end of June 2007. While many were still exploring the basic operation of the iPod itself, several had plunged ahead and found Podcasts to use for professional reasons. Examples of specific uses include but are not limited to the following: Chris Murphy and Linda Hockaday, Office of Student Services, created Podcasts that will eventually be mounted on the college Web site to provide current student service information; in Educational Leadership, Maggie Veres' students have been creating and publishing Podcasts as part of their EDT 280 requirements; college faculty have been exploring the use of Podcasting classroom lectures; Becky Bower, Health, Physical Education and Recreation, prepared a Podcast reviewing emergency skills for athletic training students and staff; and Greta Knigga, Department of Human Services, experimented with creating videos for sign language interpreting students and creating tutoring sessions.

continued

In addition to these activities, the Educational Resource Center developed two Podcasting rooms open to students, faculty, and staff. One room is configured with similar equipment available in the college Computer Lab. The second room is a more high-end, sophisticated Podcasting facility.

Department Highlights

The annual report lists in detail the many achievements of CEHS faculty and staff during 2006–2007. The following highlights are but a small representation of the high-quality efforts of college departments and personnel in the past academic year:

The Department of Teacher Education (TED) full-time and joint appointment faculty generated more than 35,782 student credit hours; were involved in more than \$1.7 million in grant funding; published 11 articles, six book chapters, and one book; and made over 50 presentations at national, state, and community conferences.

The Office of Professional Field Experiences (OPFE) provided field practicum assignments for CEHS students in pre K-12 schools, coordinating over 1,200 assignments for undergraduate interns, and 340 graduate level licensure program interns.

The Career and Technical Education Program in the Department of Educational Leadership (EDL) was revised and updated with new courses, and a position approved for a full-time faculty member.

Six new Teacher Leader master's program cohorts were created in the Department of Educational Leadership that include the off-campus sites of Madison County, Reading, Clermont County, and Tipp City, as well as Wright State online groups B and C. Currently there are about 200 students in the program.

The Department of Health, Physical Education, and Recreation (HPR) generated over 15,000 student credit hours, 31,000 weighted student credit hours, and had a revenue/expense ratio of 4.03:1, making it one of the top five departments at the university.

Twenty students were admitted to the Department of Human Services (HS) Sign Language Interpreter Program in its first year, and the college has invested over \$25,000 in state-of-the-art sign language equipment to support the program.

The Division of Professional Development ED LINK K–12 program provided 32 school systems with over 60 combined professional staff development programs that involved over 1,500 administrative and personnel participants. In addition, the program served over 7,900 teachers/administrators and over 126,000 students within 14 counties.

The Educational Resource Center (ERC) hosted a lecture entitled “Remembering Kristallnacht, The Night of Broken Glass,” where local Holocaust survivors reflected on their experiences and important lessons to be learned.

The Office of Student Services (SS) continued to provide effective customer service to college students through over 4,100 advising sessions, and responding to over 2,000 email and 18,600 phone inquiries.

Faculty/Staff Highlights

Mary Ellen Bargerhuff, TED associate professor, received the 2005–2006 CEHS Bonnie K. Mathies Award for Outstanding Service.

Beth Basista, TED joint appointment associate professor, was appointed as an Ohio Board of Regents Teaching Fellow.

continued

Sue Bevan, DPD student services specialist, served as representative to the Classified Staff Advisory Council for 2006–2007.

Anne Carone, ERC director, retired after over 20 years of service to the college.

Allyson Copper, TED administrative specialist, served as co-chair of the college classified staff meetings.

Rebekah Bower, HPR lecturer/athletic trainer, served as internal vice president of the Ohio Athletic Trainers Association (OATA), as well as chair of the Legislation Committee, and chair of the Emergency Response and Crisis Management Committee.

Donna Curtin, SS administrative specialist, retired after 30 years of service to the university, including three years in CEHS.

James Dunne, TED assistant professor, was granted promotion to associate professor with tenure, effective September 2007.

Colleen Finegan, TED professor, was appointed to the position of chair of the Department of Teacher Education, effective July 2007.

Willie Gayle, HPR professor, received the 2005–2006 CEHS Excellence in Teaching Award.

Joyce Gilmore, Dean's Office administrative specialist, served as representative to the Classified Staff Advisory Council for 2006–2007.

Scott Graham, EDL department chair, served as president of the Western Ohio Chapter of American Society for Training and Development.

Charlotte Harris, TED department chair, was appointed to the position of associate dean, effective July 2007. Dr. Harris also received the 2006 Outstanding Reviewer Award from the *American Educational Research Journal*.

Ronald Helms, TED professor, received the 2005–2006 CEHS Outstanding Faculty Member Award.

Deborah Hess, TED assistant professor, served as co-editor for *Focus on Inclusion*, a quarterly publication of the Association for Childhood Education International.

Linda Hockaday, SS advisor, served as president of the Ohio Academic Advising Association.

Doris Johnson, TED associate professor, received the 2005–2006 CEHS Excellence in Scholarship Award.

Joseph Keferl, HS assistant professor, was granted promotion to associate professor with tenure, effective September 2007. Dr. Keferl also received the National Rehabilitation Counseling Association Reger Memorial Award, and the Ohio Rehabilitation Counseling Association Distinguished Service Award.

Jan La Forge, HS professor, received the American Rehabilitation Counseling Association Outstanding Leadership and Service Award.

Susann Mathews, TED joint appointment associate professor, was appointed as an Ohio Board of Regents Teaching Fellow. Dr. Mathews was also granted promotion to professor, effective September 2007.

Bonnie Mathies, associate dean, retired after 33 years of service to the university.

William Mosier, TED associate professor, was awarded the Department of Defense Joint Services Achievement Medal for professional excellence and meritorious service while serving with the Joint Task Force Civil Support as lead medical officer in Iraq.

continued

Marilyn Pickett, HS administrative specialist, served as representative to the Classified Staff Advisory Council for 2006–2007.

Kenneth Schatmeyer, TED assistant professor, was granted promotion to associate professor with tenure, effective September 2007.

James Tomlin, TED associate professor, was appointed as an Ohio Board of Regents Teaching Fellow. Dr. Tomlin was also granted promotion to professor, effective September 2007.

Donna Tromski-Klingshirn, HS assistant professor, was granted promotion to associate professor with tenure, effective September 2007. Dr. Tromski-Klingshirn was also president-elect of the Ohio Mental Health Counselors Association.

Marguerite Veres, EDL lecturer, received the Southwestern Ohio Council for Higher Education 2006 Award for Faculty Excellence in Teaching, and the 2006 Award for Innovative Excellence in Teaching, Learning and Technology from the Center for the Advancement of Teaching and Learning.

Carol Wagner-Williams, HS associate professor, revitalized the Wright State Rehabilitation Club, which will be an official chapter of the Ohio Rehabilitation Association.

Rick Wantz, HS associate professor, was granted promotion to professor, effective September 2007.

Karen Wonders, HPR assistant professor, was awarded a Ph.D. in Exercise Physiology from the University of Northern Colorado, and received the Dean's Citation of Excellence for Outstanding Dissertation.

Closing Remarks

What the next 40 years hold in store for Wright State University is at the same time easy and difficult to predict. Easy, because Wright State will no doubt reinvent itself to offer contemporary meaningful educational opportunities to the citizens of the Miami Valley Region so that they can find their highest possible position in the economy, while at the same time leading productive and happy lives as engaged citizens who appreciate arts and culture and make a difference in the lives of their communities—after all, that's what Wright State has done over the past four decades. Difficult to predict though, because in 1967 the Vietnam War was underway, we had not yet gone to the moon, manufacturing was dominant in our region, and words like bio-medical, nanotechnology, iPod, and genome had not yet been invented. So what innovations, inventions, and social changes await us that are not knowable? Regardless of what changes lie ahead, Wright State will adapt to new knowledge and the applications of that knowledge to the real world. CEHS will play a pivotal role in preparing professionals who will teach others about those changes and how to accommodate them into their lives.

Given the brief glimpse in this report of the activities of the CEHS in the past year, I am confident that the college will adapt to the changing realities of the coming decades and respond to the expectations for the participation of Wright State in the newly conceived University System of Ohio. Please let me know of your thoughts for the future of our college and how we might respond to the coming changes in our college, university, state, and nation.

*Gregory R. Bernhardt, Dean
July 2007*

Fullan, M. (2005). *Leadership & Sustainability: System Thinkers in Action*. Thousand Oaks, CA: Corwin Press.

Goodlad, J. (2004). *Education for Everyone, Agenda for Education in a Democracy*. San Francisco: Jossey Bass.

Gottschlich, S. (2007, August 10). State outlines higher ed overhaul. *The Dayton Daily News*, pp. A1, A6.

Some materials in this executive summary were summarized from contributions from CEHS faculty and staff.

Department of Educational Leadership

Chair

Scott Graham
Associate Professor

Support Staff

Diana Cahill
Sarah Jackson
Ann Kitchen

Administrative Coordinator
Administrative Specialist
Workforce Education

Primary/Full-time Faculty

Kathy Adams	Associate Professor
Frieda Bennett	Assistant Professor
Susan Berg	Assistant Professor
Roger Carlsen	Associate Professor
Stephanie Davis	Assistant Professor
Thomas Diamantes	Associate Professor
Suzanne Franco	Assistant Professor
Rochelle Garner	Assistant Professor
Glenn Graham	Visiting Lecturer
Scott Graham	Associate Professor
Grant Hambright	Associate Professor
Jill Lindsey	Associate Professor
Bonnie Mathies	Professor
Timothy Rafferty	Associate Professor
Joanne Risacher	Lecturer
Douglas Roby	Associate Professor
Charles Ryan	Professor
Marguerite Veres	Visiting Lecturer

Adjunct Faculty

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Executive Summary

The Department of Educational Leadership (EDL), with 17 full-time faculty members, one half-time faculty member, and 58 adjunct faculty, had a highly successful year with the production of 18,000 graduate and undergraduate student credit hours. Educational leadership programs at the graduate level leading to licensure are Superintendent, Principal, Curriculum and Instruction/Professional Development, Library/Media, Computer/Technology Education, and Career Technical Education. An additional graduate program in the department that does not lead to licensure is Student Affairs in Higher Education. Undergraduate programs include Career Technical Education, which may lead to licensure, and Organizational Leadership, which does not lead to licensure.

Program advisors have modified courses to meet the needs of students, as well as to meet the assessment criteria for the National Council for Accreditation of Teacher Education (NCATE) in preparation for the fall 2008 accreditation visit. All NCATE program advisors have been developing key assessments to ensure their programs meet the criteria set forth by NCATE standards.

The Principal, Superintendent, and Curriculum/Instruction professional development programs are advised by Drs. Thomas Diamantes, Douglas Roby, and Grant Hambright. Dr. Hambright is the primary author of the Educational Leadership Constituent Council (ELCC) Special Program Assessment (SPA) report.

The Library/Media Program continues to provide leadership for library media education for the region. Dr. Susan Berg assumed the role of advisor to this program, and actively worked with Dr. Bonnie Mathies to revise the curriculum and develop key assessments. Dr. Berg also started an electronic newsletter for Wright State alumni and area school librarians.

The Computer/Technology Education Program, taught by Dr. Roger Carlsen and Ms. Maggie Veres, provided service courses to other departments in the college in addition to coursework specific to this program. The program has also worked to develop key assessments in order to meet NCATE standards.

The Teacher Leader Program, advised by Dr. Grant Hambright, continued with a total of 15 off-campus sites. Six new cohort groups were started this year, and current enrollment reached approximately 200 students as of spring 2007.

The Organizational Leadership Program, advised by Dr. Scott Graham and Dr. Rochelle Garner, continued to grow. As of November 2006, it became the largest program in the college. Dr. Rochelle Garner fully assumed the role of program advisor as of fall 2006. Dr. Frieda Bennett, with assistance from Dr. Garner, worked to develop a portfolio plan establishing key assessments to ensure the Organizational Leadership Program meets NCATE standards.

The Workforce Education Center, under the advisement of Dr. Stephanie Davis, garnered \$105,000 in grants. The Career and Technical Education Program was revised and updated, with new courses added.

continued

Plans are currently underway to hire an additional full-time faculty member to teach in the Workforce Education Program. Dr. Davis is the author of the Special Program Assessment (SPA) report for this program.

The Student Affairs in Higher Education Program continued to see increased enrollment. Dr. Joanne Risacher, half-time assistant professor, actively assisted with student recruitment and teaching, and Dr. Charles Ryan taught and advised. The addition of a full-time faculty position was approved for this program.

The department experienced personnel changes as follows:

- Dr. Scott Graham assumed the duties of department chair on September 1, 2006.
- Dr. Susan Berg joined the department as an assistant professor in September 2006. Dr. Berg has subsequently taken over the role of advisor for the Library/Media program upon the retirement of Associate Dean Bonnie Mathies.
- Dr. Suzanne Franco joined the department as an assistant professor in September 2006. Dr. Franco's area of expertise is research and statistics. She teaches courses primarily within the Teacher Leader Program.

Faculty/Staff Highlights

Kathy Adams (Associate Professor)

Liaison, National Board for Professional Teaching Standards.

Partnership liaison, Charity Adams Earley Academy for Girls.

Reviewer, *Teachers College Record*, Columbia University teachers college journal.

Named to the Thomson/Gale Contemporary Authors list.

Susan Berg (Assistant Professor)

Worked with Dr. Mathies to revise the School Library Media Program curriculum.

Developed key assessments and wrote SPA report for School Library Media Program.

Assumed role of advisor for School Library/Media Program.

Chaired search committee for Educational Resource Center (ERC) director.

Started electronic newsletter for Wright State alumni and area school librarians.

Organized author event for ERC.

Attended NCATE, ALA, OELMA, and SOITA conferences.

Member, American Library Association, American Association of School Libraries, and Ohio Library Media Association.

Frieda Bennett (Assistant Professor)

Member, American Society for Training and Development.

Accreditation evaluator, Association of Collegiate Business Schools and Programs.

Member and mentoring SIG reviewer, American Education Research Association.

Diana Cahill (Administrative Coordinator)

Created six new Teacher Leader Program master's degree cohorts that include the off-campus sites of Madison County, Reading, Clermont County, Tipp City, and Wright B and C online offerings, bringing the total number of groups to 15 with four more planned for fall 2007.

Planned and executed an intense recruitment campaign that included the distribution of newly created Teacher Leader Program posters to all Ohio schools.

Planned and facilitated more than 20 off-campus informational meetings at various locations around the state, and planned and assisted in off-campus focus group meetings.

Piloted two-year Teacher Leader Program format made possible by the recent addition of intersession classes.

Expanded accommodations for other students in other programs with off-campus Teacher Leader class offerings.

Roger Carlsen (Associate Professor)

Co-edited *Proceedings of Society for Information Technology and Teacher Education International Conference 2007*, Association for the Advancement of Computing in Education.

Member and invited reviewer, Society for Organizational Learning.

Member and coordinator of organizational forums, American Association for Computing in Education.

Member, Society for Information Technology and Teacher Education, editor for annual conference.

Chair, Special Interest Group for International Education.

continued

Member, International Federation for Information Processing, participant in work group 3.2 (research).

Member, Regional Community of Practice.

Stephanie Davis (Assistant Professor)

Member, Academy for Career and Technical Teacher Education.

Member, Association for Career and Technical Education.

Member, National Association for Trade and Industrial Education.

Member, Miami Valley Tech Prep Consortium.

Thomas Diamantes (Associate Professor)

Selected co-director, content area, Educational Administration Content Area Association for the Advancement of Educational Research.

Member, National Association of Professors of Educational Administration.

Member, American Association of Educational Research.

Member, Ohio Association of Professors of Educational Administration.

Site liaison, Dayton Principal Academy, Dayton Public Schools.

Suzanne Franco (Assistant Professor)

Member of the following: American Education Research Association, Ohio Council of Professors of Educational Administration, Eastern Educational Research Association, Midwestern Research Association, Pi Lambda Theta, Phi Delta Kappa, Association for Supervision and Curriculum Development, and International Society for Technology in Education.

Completed "Online Teaching and Learning Certificate" from Center for Teaching and Learning.

Attended regular meetings as a liaison from Educational Leadership in the Dayton Area Superintendents Association and ED LINK-12.

Reviewer, American Education Research Association, Midwestern Educational Research Association, and McGraw Hill.

Co-PI on \$25,000 Content and Pedagogical Content Development in Teacher Preparation Programs grant funded by Ohio Board of Regents through the University of Dayton. The study is about pedagogical content development in new and experienced in-service teachers.

Became Co-PI in third year of \$6 million Teacher Quality Partnership (TQP) grant awarded through

the University of Cincinnati to perform a comprehensive, longitudinal study of the preparation, in-school support, and effectiveness of Ohio teachers, and how the preparation and development of new teachers affects their success in the classroom as measured by the academic performance of their students. The grant project is expected to run about six years and is funded by United States Department of Education Fund for Improvement of Postsecondary Education, Ohio Department of Education, Ohio Board of Regents, American Association for Colleges of Teacher Education, Carnegie, Proctor & Gamble, The Ohio State University, University of Dayton, University of Cincinnati, Mt. Vernon Nazarene, Bank One, Martha Holden Jennings Foundation, George Gund Foundation, and Joyce Foundation.

Rochelle Garner (Assistant Professor)

Board member, EMA/KIDS2000.

Developed and led adjunct workshops.

Peer reviewer, *Journal of Cases in Educational Leadership*, University Council on Educational Administration.

Member, American Educational Research Association.

Member, American Society for Training and Development.

Faculty advisor to the Organizational Leadership Club.

Grant committee member, Links to Leadership Program at Wright State.

Mentor, University Council for Educational Administration Barbara Jackson Scholars.

Glenn Graham (Visiting Lecturer & Prof. Emeritus)

Member, American Educational Research Association.

Member, National Council on Measurement in Education.

Member, Phi Delta Kappa International.

Participant, American Education Research Association Special Interest Group on Survey Research.

Co-conducted six focus groups and co-wrote a technical report: *A Market Analysis Conducted for Kenton City Schools: the Community's Perception of the Schools and the Needs of the Schools*.

Co-conducted 13 focus groups and co-wrote a technical report: *Results of Focus Group Research with Piqua Educators*.

continued

Scott Graham (Associate Professor and Chair)

President, Western Ohio Chapter of American Society for Training and Development.

Leadership consultant for Goodrich Corporation: Pueblo, CO; Spokane, WA; Los Angeles, CA; Troy, OH; Tullahoma, TN; Cleveland, OH; and Toronto, Canada.

Leadership consultant, Centerville City Schools.

Leadership consultant, Community Mercy Health Partners, Springfield, OH.

Leadership consultant, Ohio Health, Columbus, OH.

Leadership consultant, Cingular World Headquarters, Atlanta, GA.

Leadership consultant, The Ohio State University, Columbus, OH.

Grant Hambright (Associate Professor)

Advisor, Teacher Leader Program.

Executive Board member, Ohio Council of Professors of Educational Administration. Also served as communications director (newsletter publisher/editor and Web site manager).

Educational Leadership Constituent Council (SPA) program report compiler.

Sarah Jackson (Administrative Specialist)

At the request of Registrar Marian Hogue, developed and distributed detailed Banner Admin instruction sheet for SIAASGN screen for use by administrative staff university wide.

With input from Joyce Gilmore, developed new Course Scheduling Request form for use by the Office of the Registrar. Worked with college schedulers to help develop and implement electronic projected and proof schedule submission.

Developed and distributed WINGS Express instruction sheets for use by faculty and students.

Assumed responsibility for department course scheduling beginning fall 2006. Coordinated with department chair to update quarterly schedules.

Assumed responsibility for department book orders beginning summer 2006. Created individual checklist for faculty to complete, and department master checklist.

Member, Student Employee Appreciation Week Planning Committee.

In support of the Dayton Principal Academy, acted as initial point of contact for students, arranged schedules, registered students for classes, and corresponded with students based on advisor direction

regarding schedule, payment responsibilities, admission requirements, and course expectations. Also prepared invoices for tuition payment and books/materials each quarter.

Completed workshops on the following topics: Banner Admin Catalog/Scheduling Training, Electronic Personnel Action Forms (EPAF) Training, Tk20 Training and Assessment Preparation, Student Worker Hiring/Supervising Training Session, Preventing Violence in the Workplace, and Sexual Harassment Training.

Attended the Clemson University Professional Development for Women Conference, April 2007, Columbus, OH.

Jill Lindsey (Associate Professor)

Co-authored a Program Development Plan for a Master of Science in Leadership Development degree sent to the board of Regents in May 2007.

One of the primary authors of a Program Development Plan for a Doctorate of Philosophy in Sustainable Renewal sent to the Board of Regents in January 2007.

Co-taught a year-long action research course sequence for a cohort of West Carrollton teachers in their third year of a master's degree program uniquely tailored to meet the partnership district's high-quality professional development needs.

Timothy Rafferty (Associate Professor)

Contributor to a Program Development Plan for a Master of Science in Leadership Development degree sent to the board of Regents, May 2007.

Co-taught a year-long action research course sequence for a cohort of West Carrollton teachers in their third year of a master's degree uniquely tailored to meet the partnership district's high-quality professional development needs.

Joanne Risacher (Lecturer)

Executive Board member, Ohio Association of Student Personnel Administrators, representing four-year public institutions.

Educational Leadership Foundation trustee and coordinator of the Diamond Honoree Recognition Program, American College Personnel Association.

Member and past president, Ohio College Personnel Association. Also served in advisory capacity to Executive Board as requested.

continued

Member of the Senior Student Affairs Officers Committee, Southwest Council of Higher Education.

Member of the Long Range Planning Committee, Wright State Catholic Campus Ministry.

Board trustee, Diamond Honoree Program Coordinator.

Douglas Roby (Associate Professor)

Member, Ohio Council Professors of Educational Administration.

Member, Association for the Advancement of Educational Research.

Charles Ryan (Professor)

Served as Editorial Board member and peer reviewer for four academic journals.

Praxis III assessor, Ohio Department of Education.

Member, National Network for Educational Renewal Research Council, 2006.

Served on the Teachers Insurance and Annuity Association–College Retirement and Equities Fund (TIAA–CREF) online research panel.

Marguerite Veres (Visiting Lecturer)

Received the Southwestern Ohio Council for Higher Education 2006 Award for Faculty Excellence in Teaching.

Received the 2006 Award for Innovative Excellence in Teaching, Learning and Technology from the Center for the Advancement of Teaching and Learning, awarded at the Eighteenth International Conference on Teaching and Learning, Florida Community College, Jacksonville, FL, April 2007.

Member, American Society for Curriculum Development.

Member, American Association for Computing in Education.

Member, International Society for Technology in Education.

Member, Society for Information Technology and Teacher Education.

Member, George Lucas Educational Foundation.

Department of Health, Physical Education, and Recreation

Chair

D. Drew Pringle
Associate Professor

Support Staff

Barb Cwirka Administrative Specialist
Peggy Welles Administrative Specialist

Primary/Full-time Faculty

Rebekah Bower	Lecturer/Athletic Trainer
William Gayle	Professor
Brett Hoffman	Lecturer
Judy Jagger-Mescher	Lecturer
Marietta Langlois	Associate Professor
Kevin Lorson	Assistant Professor
Tony Ortiz	Lecturer/Athletic Trainer
Drew Pringle	Associate Professor
Richard Wetzel	Visiting Lecturer
Karen Wonders	Assistant Professor

Adjunct Faculty 48

Executive Summary

The Department of Health, Physical Education, and Recreation (HPR), with seven full-time faculty, two half-time faculty, one visiting faculty, and 48 adjuncts, had a very productive year. The department taught over 6,000 students, generating more than 15,000 student credit hours and 31,000 weighted student credit hours, and had a revenue/expense ratio of 4.03:1, making it one of the top five departments at the university.

The HPR department has licensure programs in Health Education, Physical Education, Athletic Training, and School Nurse. Adapted Physical Education is an endorsement program linked to physical education licensure. The department also provides service courses for Early and Middle Childhood licensure programs that enroll approximately 500 students per year. The Basic Instruction in the Physical Education (BIPE) Program provides activity opportunities in 40 different courses each quarter enrolling over 2,000 students.

The HPR department completely redesigned the licensure programs of Health Education and Physical Education to reflect the changes in standards of the professional organizations American Association of

Health Education (AAHE) and National Association of Sport and Physical Education (NASPE). These program changes took effect in fall 2006.

The department hired four new faculty: Brett Hoffman in athletic training, Judy Jagger-Mescher in health education, Kevin Lorson in physical education, and Karen Wonders in exercise science.

Department faculty have been involved in grants with a combined gross funding amount exceeding \$1,000,000 over the life of the grants, with over \$100,000 coming directly to the department during this report period. Karen Wonders received a \$10,000 WSU research challenge award for 2007–2008. Dr. Marietta Langlois continued working collaboratively with Xenia Public Schools in administering the Physical Education Program grant in the amount of \$650,000, which began in fall 2004 and continues through 2007. Dr. Willie Gayle continued to work with The Ohio State University and the University of Virginia on a collaborative grant funded by the Office of Special Education and Rehabilitation Services for Adapted Physical Education training.

The school nurse program enrolled 16 students, all completing the practicum in the fall.

The Athletic Training Program had a very successful accreditation site visit from the Commission on Accreditation of Athletic Training Education (CAATE). The program will be admitting 20 students for fall 2007 from a pool of approximately 50 interested students.

The department continued to work with Campus Recreation, Athletics, and the Nutter Center on scheduling and use priorities of the facility. The completion of the rappelling/climbing tower has provided facilities on campus for HPR, campus recreation, and Army ROTC. Completion of the low-ropes course will provide an additional opportunity for collaboration with Campus Recreation.

Faculty/Staff Highlights

Rebekah Bower (Lecturer/Athletic Trainer)

Reviewed two in press books: *Joint Motion: A Guide to Goniometry*, F. A. Davis; and *Emergency Trauma Management for Athletic Trainers*, Lippincott, Williams, & Wilkins.

continued

Served as internal vice president of the Ohio Athletic Trainers' Association (OATA), as well as chair of the Legislation Committee and chair of the Emergency Response and Crisis Management Committee.

Served as a member of the OATA Critical Incident Stress Management (CISM) Team, the only CISM Team in the nation composed of athletic trainers.

Served as OATA liaison to the Athletic Training Section of the Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board (state licensure board).

Served as proctor for National Athletic Trainers' Association Board of Certification examination at Wright State University.

Member, CEHS Technology Committee.

Member and training coordinator of the Wright State Automated External Defibrillation (AED) Coordinating Committee.

Willie Gayle (Professor)

Received fifth year of U.S. Department of Education/Office of Special Education and Rehabilitative Services funding for adapted physical education teacher training program.

Brett Hoffman (Lecturer)

Secured internship sites for athletic training students including Cleveland Browns and Charleston Battery.

Assistant director of Athletic Training Student Camp in collaboration with Wright State Orthopedics, Miami Valley Hospital, Good Samaritan Hospital, and Middletown Regional Hospital.

Judy Jagger-Mescher (Lecturer)

Active in the Ohio Association for Health, Physical Education, Recreation, and Dance as follows: immediate past president, member of the Advocacy Committee, member of the Past President's Advisory Council, member of the Student Leadership Conference Committee, and member of the State Convention Planning Committee.

Active in the American Alliance for Health, Physical Education, Recreation, and Dance as follows: National Physical Best instructor and trainer, member of the Mid-West District Strategic Planning Committee, and Mid-West District National Teacher of the Year mentor.

Served on the Praxis II Health Education National Advisory.

Faculty co-advisor of a new Health and Physical Education Majors Club.

Attended the 2006 American Association for Health, Physical Education, Recreation, and Dance Mid-West District Leadership Development Conference, Angola, IN.

Marietta Langlois (Associate Professor)

Served as program director for the health promotion and education concentration track of the master's degree of Public Health Program that received Council on Education for Public Health (CEPH) accreditation in June 2007.

Implemented the updated K-12 Health Education licensure program in fall 2006.

Continued to co-manage the U.S. Department of Education Carol M. White Physical Education Program collaborative three-year project with Xenia Community Schools to increase the activity levels of students. In year two, trained 27 teachers on integrated physical activity levels in the classroom, and revised the *Moves!* training manual.

Chaired five Master of Public Health culminating student projects. One of these students won first place in student research at the 2007 Ohio Public Health Combined Conference.

Kevin Lorson (Assistant Professor)

Lead reviewer, for the National Association of Sport and Physical Education/National Council for Accreditation of Teacher Education.

Reviewer, *Journal of Physical Education, Recreation and Dance*.

Director of student services for the Ohio Association of Health, Physical Education and Dance.

Invited by the Ohio Association for Health, Physical Education and Dance to testify before the Ohio Senate Education Committee for SB 118 (Physical Education Bill).

Assisted Clark-Shawnee Local School District in Physical Education curriculum revision and implementation.

Tony Ortiz (Lecturer/Athletic Trainer)

Served on the Governor's Advisory Council on Physical Fitness, Wellness and Sports.

Director of Athletic Training Student Camp in collaboration with the Wright State Orthopedics, Miami Valley Hospital, Good Samaritan Hospital, and Middletown Regional Hospital.

Test site administrator of National Athletic Trainers' Association Board of Certification test at Wright State.

continued

Chair of the League of Latin American Citizen Scholarship Committee.

Served on planning committee for Athletic Training Licensure through the Ohio Department of Education, House Bill 435.

D. Drew Pringle (Associate Professor and Chair)

Completed sixth full year as department chair.

Faculty liaison, Swimming and Diving Team.

Member, Fairborn Digital Academy Board.

Advisory Board member, Sinclair Exercise Science Program.

Richard Wetzel (Visiting Lecturer)

Officer in charge of medical care and rehabilitation for Fire and EMS personnel for Sugarcreek Township Fire Department during a fire training burn.

Attended the Ohio Alliance for Health, Physical Education, Recreation and Dance State Conference.

State official for high school diving competition and diving referee for both the district and sectional competitions.

Volunteer timer at The Ohio State University for the Men's Big 10 swimming and diving championships.

Attended American Alliance for Health, Physical Education, Recreation and Dance National Convention, Baltimore, MD.

Karen Wonders (Assistant Professor)

Received Ph.D. in Exercise Physiology from the University of Northern Colorado and was awarded the Dean's Citation of Excellence for Outstanding Dissertation.

Co-directed the Cancer Rehabilitation Awareness Program at the University of Cincinnati and presented awareness piece at the Cancer Rehabilitation Workshop.

Instructor for the Cancer Exercise Specialist Workshop at the Rocky Mountain Cancer Rehabilitation Institute.

Reviewer, *Journal of Exercise Physiology*.

Reviewer for Brooks-Cole Publishing Company.

Attended and presented at the American College of Sports Medicine National Conference.

Department of Human Services

Chair

Stephen B. Fortson
Associate Professor

Support Staff

Joyce Cox
Marilyn Pickett

Office Assistant II
Administrative Specialist

Primary/Full-time Faculty

Greg Bernhardt	Professor
Barbara Dunaway	Instructor
Stephen Fortson	Associate Professor
Diane Frey	Professor
Greta Knigga	Visiting Lecturer
Phyllis Henderson	Associate Professor
Mary Ann Jones	Associate Professor
Joseph Keferl	Assistant Professor
Jan La Forge	Professor
Eileen Self	Assistant Professor
Donna Tromski-Klingshirn	Assistant Professor
Carol Wagner Williams	Associate Professor
Richard Wantz	Associate Professor

Adjunct Faculty

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Executive Summary

The 2006–2007 academic year was a successful one for the Department of Human Services (HS). The department welcomed another new faculty member for the second year in a row: Instructor Barbara Dunaway became the newest faculty member in the department, joining Greta Knigga in the Sign Language Interpreting and the American Sign Language programs. Prior to joining the department, Ms. Dunaway served as an adjunct instructor in American Sign Language for many years. Professors Knigga and Dunaway assisted the department in the implementation of the first year of the Sign Language Interpreting Program.

The department also saw the successful promotion and tenure of two faculty members to associate professor, Joseph Keferl and Donna Tromski-Klingshirn, and the promotion to full professor of Richard Wantz.

In its first year of enrolling students, the Sign Language Interpreting Program admitted 20 students. An expected 20 additional students will be added to the program in fall 2007. These students are taking part in an innovative program that will prepare them for the challenges of interpreting in the twenty-first century, including responding to emerging communication technologies and interpreting assignments that demand increasing complexity and sophistication. In an effort to assist the American Sign Language and Sign Language Interpreting students with skill development and retention, the college has invested over \$25,000 in state-of-the-art sign language lab equipment. The addition of this technology to the Sign Language Lab, in combination with our outstanding faculty, has helped to position Wright State University at the forefront of sign language education in this region. Wright State is the only university in Ohio offering a bachelor's completion program in interpreting, and one of only 33 programs nationwide.

The department is also leading the way with its Adaptive Technology Lab, which is designed as a demonstration, training, and product-testing laboratory for assisting people with disabilities through cutting edge technologies. The lab is available for faculty, students, and others seeking to expand their knowledge and skill in this area. The department plans to expand the utility of this lab by offering tours and demonstrations to the campus community, as well as partnering with faculty and staff in the College of Engineering and Computer Science to test and demonstrate emerging technologies in this area.

Another new and exciting challenge for 2006–2007 was the implementation of the Unit Assessment Plan for the entire college. This plan was instituted to provide statistic support for the educational mission of the college, which is to train and educate the best counselors, educators, interpreters, and administrative leaders in the region. By implementing a Unit Assessment Plan the college has now committed itself to verifying the effectiveness of its approaches to training and professional development. Department faculty are committed to improving the process of skill and knowledge acquisition. This first year of unit assessment led to a departmental process of

continued

planning and implementation that has engaged faculty throughout the year. The goal for this first year was to provide important program data that the department can use to make important decisions regarding curriculum, and other training issues. It is also anticipated that this unit assessment data will assist the college in competing for funds both inside and outside the institution, as well as providing valuable information used for making accreditation decisions in a number of areas, which include counseling, rehab counseling, and interpreting.

The department was recently approved to move its Council of Rehabilitation in Education (CORE) accreditation visit for rehabilitation counseling to the year 2011. This move coincides with the next accreditation visit by Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accrediting body for three graduate counseling programs. This move allows the department to prepare for one accreditation visit timeframe that will cover all five accredited graduate programs, thus, saving the department and college substantial dollars.

In regard to student credit hour production, the Department of Human Services generated 11,163 hours in 2006–2007. This was an increase of 497 student credit hours over 2005–2006. Enrollment overall was fairly flat in the department, but the inclusion of 20 new students in Sign Language Interpreting seems to have helped the department improve on last year's numbers. Overall, the department has experienced growth in the Rehabilitation Services Program, which has now surpassed 90 students, and continued strong interest in the school counseling program that has consistently remained around 60 students for the last three years. Rising tuition, increasing competition, and dwindling state support will continue to create a competitive environment for qualified students, but the Department of Human Services is well positioned to compete and looks forward to continued success for years to come.

Faculty/Staff Highlights

Barbara Dunaway (Instructor)

Joined full-time faculty in September 2006 in the newly developed Sign Language Interpreting (SLI) Program, and began teaching new courses, expanding master syllabi into full classes.

Served as lead contact person for ASL and SLI programs and the curriculum committee, preparing new course syllabi and course changes for approval.

Served as the interpreter, supervisor, and classroom instructor for the School of Professional Psychology Mental Health and Deafness training program.

Helped set up the ASL language lab.

Collaborated with Sinclair Community College to present "A Deaf World" activity for students from both schools.

Attended statewide meeting of the Interpreting and Sign Language Resources (ISLR), a group representing interpreter training programs in Ohio.

Attended of Interpreter Trainers National Conference in San Diego.

Attended training through the Center for Teaching and Learning.

Continued work on master's degree in Interpreting Pedagogy from Northeastern University.

Stephen Fortson (Associate Professor and Chair)

Served as past chair and Steering Committee member of the Athletics Council.

Served as chair of the Athletics Council Subcommittee on Student Welfare.

Served as chair of the Athletics Council Subcommittee on Diverse Students Advocacy.

Served on the Wright State University Athletics Hall of Fame Selection Committee.

Served as Faculty Athletic Representative for Wright State University.

Served as a faculty mentor in the Reach Mentoring Program.

Member of the following college committees: Dean's Cabinet, Adaptive Technology, and Grant Writer Search.

Phyllis Henderson (Associate Professor)

Member of the following department committees: Curriculum, Promotion and Tenure, and Assessment.

Member of the following college committees: Local Professional Development, Assessment, Partnership, Network Steering Partnership, and Promotion and Tenure.

Member of Discrimination Board.

Member of Executive Board, Miami Valley Counseling Association.

Mary Ann Jones (Associate Professor)

Member of Executive Board, Miami Valley Counseling Association.

Member of the following department committees: Promotion and Tenure, Curriculum, Tk20, Admissions, and Assessment.

Member of the following college committees: Diversity and Nominations and Elections.

continued

Joseph E. Keferl (Assistant Professor)

Presented "Substance Abuse in Vocational Rehabilitation Screener" training workshops for the Ohio Rehabilitation Services Commission, the West Virginia Department of Rehabilitation Services, and the Illinois Department of Rehabilitation Services.

Granted promotion to associate professor with tenure, effective September 2007.

Chair, American Rehabilitation Counseling Association Research and Knowledge Council.

Great Lakes Region representative, National Council on Rehabilitation Education.

Past president of the Ohio Rehabilitation Counseling Association.

Chair, Mental Health and Recovery Board of Clark, Greene, and Madison counties.

Recipient of the Distinguished Service Award from the Ohio Rehabilitation Counseling Association, and recipient of the Reger Memorial Award from the National Rehabilitation Counseling Association

Served as program surveyor for the Commission on Accreditation of Rehabilitation Facilities in Danville, IL.

Served as substance abuse coordinator for Wright State Athletics.

Reviewer for the *Journal of Applied Rehabilitation Counseling*, and member of the editorial board for the *Journal of Teaching in the Addictions*.

Greta Knigga (Visiting Lecturer)

Coordinated the SLI Program, accepting 22 students in fall 2006 with 17 still attending in spring 2007. Designed two online courses, SLI 310 and SLI 390. Recruited faculty for SLI courses and students for the SLI Program.

Chaired the ASL Course Modifications Committee. Also chaired monthly meetings for the ASL instructors and adjuncts.

Assisted with the design of the Sign Language Lab, and coordinated training and assisted with troubleshooting on technical problems.

Created personal Web page to include SLI Program information (www.wright.edu/~greta.knigga) and collaborated with Stephen Fortson and Jonathan Smith to design the official Web site (http://www.cehs.wright.edu/academic/human_services/sign_language/index.php).

Participated in a statewide collaborative meeting for interpreter training programs at Ohio School for the Deaf. Attended workshop on "Learning Activities to

Enhance the ASL Curriculum" at Ohio School for the Deaf. Coordinated workshops with ISLR for SLI students.

Served on an informational panel about cochlear implants at Lake Campus, and presented on deafness to two Career & Technical Education Program teacher licensure classes. Attended the Conference of Interpreter Trainers.

Published an article, "Do it the Wright Way," in the Ohio Chapter of Registry of Interpreters for the Deaf newsletter, *Navigator*.

Received certificate on Rehabilitation Administration from San Diego State University in August 2006.

Served as workshop coordinator for Ohio Chapter of Registry of Interpreters District 5.

Member of the following organizations: Southwest Ohio Consortium for Deaf and Hard of Hearing (SWOC), Mental Health in Deafness (MHD), Deaf Awareness Committee (DAC), Ohio Chapter of Registry of Interpreters (OCRID), Registry of Interpreters (RID), American Sign Language Teachers Association (ASLTA), and Professionals Networking for Excellence in Service Delivery with Individuals Who are Deaf or Hard of Hearing (ADARA).

Jan La Forge (Professor)

Recipient of the American Rehabilitation Counseling Association's Outstanding Leadership and Service Award.

Past president of the American Rehabilitation Counseling Association (ARCA).

Editorial consultant, *The Journal of Rehabilitation* and *The Journal of Applied Rehabilitation Counseling*.

Member of the following department committees: Promotion and Tenure, Support Services and Technology, Admissions, and Budget.

Member of the following college committees: Faculty Senate and Promotion and Tenure.

Member of the following university committees: Center for Teaching and Learning Advisory Council, Academic Substitutions, and Accommodations.

Served as ARCA representative to Rehabilitation Counseling Consortium.

Co-chair of ASL Interpreter Advisory Development Committee.

continued

Marilyn Pickett (Administrative Specialist)

Supported the department chair and eleven faculty members and managed the department office.

Nominated and elected to the Classified Staff Advisory Council for a two-year term.

Attended several workshops and training sessions.

Renewed notary certification for five years.

Eileen F. Self (Assistant Professor)

Editorial Board, *Ohio Journal of Professional Counseling*.

Executive Board member, Miami Valley Counseling Association.

Web coordinator, Miami Valley Counseling Association.

Speaker's Bureau coordinator, Ohio Counseling Association.

Member, Bylaws and Policies Committee and International Online Consultation Committee, American Counseling Association.

International Interest Network member, Association for Counselor Education and Supervision.

Member of the following department committees: Promotion and Tenure, Curriculum, Admissions, and Assessment.

Member of the following college committees: Graduate Studies, Partnership, and Partnership Network Steering.

Member of the following university committees: Senate, Graduate Student Affairs, and Asian, Hispanic/Latino and Native American Board.

Donna Tromski-Klingshirn (Asst. Professor)

Granted promotion to associate professor with tenure, effective September 2007.

Faculty advisor for Omega Chapter of Chi Sigma Iota International Counseling Honor Society.

President-elect, Ohio Mental Health Counselors Association.

Editorial Board member, *The Ohio Journal of Professional Counseling*.

Program chair, Miami Valley Counseling Association.

Co-chair, Faculty Affairs Committee.

Member, Doctoral Program Planning Committee.

Member of the Athletics Council (elected CEHS faculty representative), Gender Equity Committee chair.

Member, Commencement Committee.

Carol Wagner Williams (Associate Professor)

Treasurer, National Association of Vocational Education and Special Needs Personnel.

Coordinated and served as faculty advisor for the Rehabilitation Services Program (135 students) and Transition to Work Program (TTW) (80 students). Developed Web site for the TTW Program and revised the curriculum for the Rehabilitation Services Program.

Chair of Human Services Department Promotion and Tenure Committee, member of the Interview Committee for Graduate Assistants, member of the Interview Committee for the SLI Program, chair of the CEHS Curriculum and Policy Committee, member of UCAP, and member of University Honors Committee.

Renewed CRC certification.

Revitalized Wright State Rehabilitation Club as both a university organization and an official chapter of the Ohio Rehabilitation Association (ORA). Constitution and bylaws have been approved by ORA, and officer elections were held in spring 2007.

Sponsored five rehabilitation services students at the Council on Undergraduate Education (CUE) conference at Penn State University as an exercise to develop professionalism.

Great Lakes Representative to the National Council on Rehabilitation Education mid-year board meeting.

Professional memberships in the following organizations: NAVESNP, NRA, ORA, NRCA, ORCA, ACA, ARCA, NASP, OSPA, and Ohio Brain Injury Association.

Reviewer for the *Journal of Vocational Education Special Needs*.

Richard Wantz (Associate Professor)

Granted promotion to professor, effective September 2007.

Alternate member, WSU Graduate Council, elected 2006–2007.

Member, Office of Judicial Affairs Academic Integrity Hearing Panel, appointed 1997–present.

Member, Office of Judicial Affairs Code of Student Conduct Review Committee, appointed 2006.

Member, Educational Psychology Search Committee, appointed 2006.

Member, CEHS Unit Assessment Committee, appointed 2006–present.

Chair, CEHS Technology Committee, elected 2006.

continued

Member, American Mental Health Counselors Association 2007 Annual Conference Planning Committee, appointed 2006–2007.

Member, American Mental Health Counselors Association Public Awareness, Advocacy and Marketing (PAAM) Committee, appointed 2005–2007.

Member, Ohio Counseling Association Legislative Committee, appointed 2006–2007.

Consultant, Council for Accreditation of Counseling and Related Educational Programs (CACREP), New Mexico State University, 2006–2007.

Department of Teacher Education

Chair

Charlotte Harris
Associate Professor

Support Staff

Allyson Copper	Administrative Specialist
Lena Friend	Administrative Specialist
Jaclyn Stevens	Administrative Specialist

Primary/Full-time Faculty

Mary Ellen Bargerhuff	Associate Professor
Brian Boyd	Assistant Professor
Donna Cole	Professor
Jacqueline Collier	Assistant Professor
James Dunne	Assistant Professor
Colleen Finegan	Professor
Donna Hanby	Lecturer
Charlotte Harris	Associate Professor
Ronald Helms	Professor
Deborah Hess	Assistant Professor
Phoebe Ingraham	Visiting Instructor
Cynthia Jackson	Assistant Professor
Doris Johnson	Associate Professor
Burga Jung	Associate Professor
Catherine Keener	Assistant Professor
Tracey Kramer	Lecturer
Linda Loy	Assistant Professor
Cindy Merchant	Lecturer
William Mosier	Associate Professor
Richele O'Connor	Associate Professor
Nimisha Patel	Assistant Professor
Linda Ramey	Associate Professor
Patricia Renick	Associate Professor
Kenneth Schatmeyer	Assistant Professor
Gail Scott	Lecturer
James Tomlin	Associate Professor

Joint Appointments

Beth Basista	Associate Professor
Elfe Dona	Assistant Professor
John Haught	Assistant Professor
Angela Johnson	Associate Professor
Lisa Kenyon	Assistant Professor
Kathleen Koenig	Assistant Professor
Sally Lamping	Assistant Professor
Susann Mathews	Associate Professor
Noeleen McIlvenna	Assistant Professor
Benjamin Montague	Assistant Professor
Michelle Reed	Assistant Professor
William Slattery	Associate Professor
Rebecca Teed	Assistant Professor

Adjunct Faculty

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Executive Summary

The Department of Teacher Education (TED), through its efforts to meet the needs of pre- and in-service teachers, was highly productive in 2006–2007. With 39 full-time and joint appointment faculty members and 47 adjunct faculty members, the department generated 35,782 student credit hours and actively engaged in program development, review, and assessment in accordance with the program standards of the National Council for Accreditation of Teacher Education (NCATE), the Ohio Department of Education (ODE), and Specialized Professional Associations (SPA's).

TED undergraduate programs—Early Childhood Education (ECE) and Middle Childhood Education (MCE)—continue to thrive, with the MCE program having the second largest undergraduate program enrollment in the college. The Adolescent to Young Adult (7–12), Middle Childhood (4–9), and Multiage (K–12) full-time graduate licensure M.Ed. programs, now with two entry points each year, offer the opportunity for teacher candidates to pursue these programs part-time.

The Intervention Specialist (K–12) programs in Mild-to-Moderate Educational Needs (which has the largest enrollment of any other graduate degree program in the university), Moderate to Intensive Educational Needs, and Early Childhood Intervention Specialist, effectively met the continuing demand for highly qualified special educators.

For advanced candidates who already have a provisional teaching license, in addition to the Reading Endorsement/M.Ed. and the Gifted Education Endorsement programs, TED now offers the M.Ed. program in Classroom Teacher: Advanced Studies, which allows candidates to declare a focus and design a program that meets their individual interests and needs. Additionally, TED is offering more courses online and continues to serve candidates seeking the Alternative Educator License.

The department's productivity was enhanced by collaboration, external funding, and scholarship activity. For example, a \$200,000 grant awarded by the Ohio Department of Education (Drs. James Dunne and Catherine Keener, co-investigators) assisted with the preparation of highly qualified intervention specialists for Ohio. To meet the increased need for teachers of math, chemistry, and physics due to the new Ohio Core curriculum, TED faculty collaborated on two \$500,000

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ODE Core grant awards: the Ohio Core Accelerated Licensure Program, with the University of Dayton and the Montgomery County Educational Service Center, to prepare second career math and science teachers; and Supporting Student Learning with High Quality Teachers, with the Clark County Educational Service Center, to prepare currently licensed teachers for licensure in advanced science (chemistry or physics).

Faculty also collaborated on various grant programs funded by the Ohio Department of Education, the Ohio Board of Regents, and the U.S. Department of Education, to improve teaching and learning in math, science, and reading education in K–12 schools. Additionally, Dr. Ken Schatmeyer led Wright State's participation in a consortium of Ohio universities to deliver an online program for literacy specialist/coach licensure.

In 2006–2007, faculty collectively were involved in more than \$1.7 million in grant funding; published 11 articles, six book chapters, and one book; and made 50 professional presentations at national, state, and local levels.

To support growing programs and enhance the department's instructional resources, new faculty were hired: tenure-track assistant professors Brian Boyd (mathematics education joint appointment with the College of Science and Mathematics), Cynthia Jackson (literacy education), Catherine Keener (intervention specialist), Linda Loy (early childhood), and Nimisha Patel (educational psychology); lecturer Gail Scott (intervention specialist); Sally Lamping (English education joint appointment with the College of Liberal Arts); Elfe Dona (modern language education joint appointment with the College of Liberal Arts); and Rebecca Teed (geology education joint appointment with the College of Science and Mathematics).

Faculty/Staff Highlights

Mary Ellen Bargerhuff (Associate Professor)

Recipient of the 2005–2006 CEHS Bonnie K. Mathies Award for Outstanding Service.

Participant in the production of a diversity video with the Office of Professional Field Experiences.

Faculty liaison to Partners In Transition (PIT) Crew, a collaborative effort to provide vocational experience to students with multiple disabilities on the Wright State campus.

Co-presented a co-teaching in-service to cooperating teachers and student teachers at Bellbrook High School as part of Ohio Integrated Systems Model (OISM) grant.

Member, ODE State Advisory Panel for Exceptional Children.

National program reviewer for NCATE and Council for Exceptional Children.

Member of the Learning with Disability Curriculum Committee and Conference Planning Committee.

Beth Basista (Associate Professor)

Ohio Board of Regents Teaching Fellow.

Brian Boyd (Assistant Professor)

Site liaison, Stivers School for the Arts.

Board member, Appalachian Association of Mathematics Teacher Educators.

Member, Ohio Department of Education Content Committee for Grade 8 Mathematics Achievement Test.

Jacqueline Collier (Assistant Professor)

Site liaison, Sugarcreek Local School District.

Professional development consultant, Centerville City Schools.

State of Ohio Regional Value Added Specialist.

Developed first of two online literacy courses (ED 716 and ED 717).

Member of the Literacy Graduate Program and Early Childhood Program committees.

Member of the following college committees: Curriculum and Policy Committee (chair-elect), and Unit Assessment Committee.

Allyson Copper (Administrative Specialist)

Served as co-chair of the College of Education and Human Services Classified Staff, September 2006 through May 2007.

Assisted department chair in hiring three graduate assistants.

Provided administrative support for the department's involvement in the Ohio Core Program.

Completed 24 credit hours in the English literature master's program.

Attended the following professional development sessions: Stock Trading Presentation in MTC Trading Center, Workplace Emergencies, Student Employment Training for Supervisors, Communication Skills for the 21st Century, and Preventing Workplace Violence and Sexual Harassment.

Colleen Finegan (Professor)

Appointed to the position of chair of the Department of Teacher Education, effective July 2007.

Approved for candidacy on the Fulbright Senior Specialists Roster by the J. William Fulbright Foreign Scholarship Board and the Bureau of

continued

Education and Cultural Affairs of the Department of State, and the Council for International Exchange of Scholars.

Granted three quarters of Professional Development Leave 2007–2008 for research on globalization and international opportunities for CEHS faculty and students.

Appointed as the Wright State representative to the inter-university Ohio Academic Leadership Academy (OALA).

Served as a Regional Value Added Specialist with Battelle for Kids.

Supervised a master's thesis, "Low African-American Student Enrollment in the Post Secondary Vocational Education Step II Program: A Study of Motivational Factors" (Victor Goldstein).

Served on the Planning Committee for National Network for Education Renewal 2006 Conference.

Member of the CEHS Leadership Academy, 2006–2007.

National and state program reviewer for NCATE and Council for Exceptional Children.

Member of the following university committees: Presidential Awards, Promotion and Tenure, Tenure Removal, Professional Development Leave, Faculty Budget Priority, Teacher Education Council, and Jay Thomas Review.

Lena Friend (Administrative Specialist)

Completed the following education courses: Business Law, Professional Skills in Organizational Leadership, Contemporary Issues in Leadership, Organizational Leadership Assessment, and Developing and Presenting Effective Training. Also completed Aquamoves with Step and Leadership Development Seminar.

Attended the following workshops: EMERGENCY! Are you Turning blue?; Parenting Your Parents; Banner–EPAF training; Preventing Workplace Violence; Professional Development for Women; How Winners Think—What Champions Do; Raising Emotional Intelligence by Developing Your People Smart Strategies; Communication and Building Your Credibility as a Professional; Sexual Harassment—What You Need to Know; and Action-Oriented Problem Solving.

Member, National Institute of Business Management.

Provided support for the Adolescent Literacy Specialist Grant and Reading Recovery Program.

Charlotte Harris (Associate Professor and Chair)

Appointed to the position of associate dean effective July 2007.

Recipient of the 2006 Outstanding Reviewer Award for the *American Educational Research Journal* section on Social and Institutional Analysis.

Program chair, Research on Women and Education (RWE), a Special Interest Group of the American Educational Research Association (AERA).

Guest editor, *Advancing Women in Leadership Online Journal*, Fall 2006.

Member, Unit Accreditation Board, National Council for Accreditation of Teacher Education.

Reviewer, *American Educational Research Journal*/SIA and *The Ohio Journal of Teacher Education*.

Participant in first annual National Network for Educational Renewal (NNER) Think Tank on Diversity & Equity, and the NNER Summer Symposium.

Member of the following college committees: Dean's Cabinet, College Partnership Committee, and Partnership Network Steering Committee.

Member of the following university committees: CEHS/COLA Forum, Science and Math Education Council, Teacher Education Council, and University Diversity Advisory.

Member of the following professional associations: American Educational Research Association (AERA), AERA SIG Research on Women and Education (RWE), Women Educators (WE), National Association for Multicultural Education (NAME), Kappa Delta Pi, and Phi Delta Kappa International.

Ronald Helms (Professor)

Recipient of the CEHS Outstanding Faculty Member Award, 2005–2006.

Prepared and published social studies course materials for social studies in early childhood, middle childhood, and secondary school education.

NCSS presidential appointee as NCATE and NCSS Education Program review auditor and NCATE program reviewer. Also NCSS Board of Directors appointee to the National Conference Planning Committee and Social Education Committee.

Wrote 17 program review audit reports for 15 colleges and universities as program reviewer for NCSS/NCATE. Prepared the college NCSS/NCATE program reports for CEHS for Adolescent to Young Adult Social Studies and Middle Childhood Social Studies.

continued

National visiting professor for the Education Foundation Author Seminar Program and national reviewer, *The Educational Forum*, Kappa Delta Pi.

Held several leadership positions with Sister Cities International and the Centerville Sister Cities Commission and Association, and has lead delegations to Bad Zwischenahn, Germany, and to Waterloo, Ontario. In 2007 the Helms family hosted a "Helms family" as part of a delegation from Bad Zwischenahn, Germany.

Served as college co-chair for the Campus Scholarship & Innovation Campaign.

Member of the following department committees/programs: Adolescent to Young Adult program coordinator, Adolescent to Young Adult Social Studies program advisor, Promotion and Tenure Committee, and Professional Development Committee.

Member of the following university committees: North Central Association, Criterion Five; Civic Engagement Task Force; Administrative Review Committee (chair) for Michele Wheatly, dean of the College of Science and Mathematics; Commencement Committee; Teacher Education Council; and College of Liberal Arts Forum.

Member of the following committees/organizations external to Wright State: National Council for the Social Studies, National Social Science Association, Ohio Council for the Social Studies, College and University Faculty Assembly of National Council for the Social Studies, Phi Delta Kappa Foundation, Kappa Delta Pi (KDP), International Assembly of Social Studies Educators, Ohio Council for the Social Studies Higher Education Council, National Council for Accreditation of Teacher Education, Sister Cities International, and People to People Ambassador Programs. Served as the Wright State representative to the Ohio Department of Education, Ohio Standard Setting Committee, Social Studies.

Deborah Hess (Assistant Professor)

Submitted and gained approval for two new programs: Early Childhood Intervention Specialist (ECIS) and Pre-Kindergarten Special Needs Endorsement.

Submitted and gained approval for a new M.Ed. or M.A. Classroom Teacher: Early Childhood Intervention Specialist (ECIS) concentration as initial and advanced programs.

Served as coordinator for the Early Childhood Education Program and advisor for the Early

Childhood Intervention Specialist and Pre-K Special Needs Endorsement Program.

Served as NCATE coordinator for the ECIS program.

Member of the CEHS Leadership Academy, 2006–2007.

Co-editor for *Focus on Inclusion* a quarterly publication of the Association for Childhood Education International (ACEI).

Served as chair of the college Undergraduate Student Affairs Committee.

Member of the following university committees: Undergraduate Student Academic Petitions and Scholarship.

Member of the following organizations: National Association for the Education of Young Children, Association for Childhood Education International, National Association for Multicultural Education, Council for Exceptional Children & Division for Early Childhood, National Association of Early Childhood Teacher Educators, Ohio Association of Teacher Educators, Association for Constructivist Teaching, Association for Supervision and Curriculum Development, and Sigma Theta Tau International (Zeta Phi Chapter).

Phoebe Ingraham (Visiting Instructor)

Served on the Executive Committee and as chair of the Legislative Advocacy Committee for the Ohio Reading Recovery Council under the report of Rep. Kevin DeWine of House District 70. Organized a Budget Review Committee at the request of Rep. Kevin DeWine, to bring forth recommendations from area educators regarding the governor's budget in spring 2007. The Wright State University Reading Recovery Site is the largest in Ohio. During the 2006–2007 school year, 78 Reading Recovery teachers received professional development and individual coaching sessions from Wright State University's two teacher leaders.

Currently serving as the Teacher Leader representative on the Methodology Committee of the Reading Recovery North American Trainers Group. This committee oversees the research questions and methodology of the annual research on all students served in Reading Recovery throughout the United States and Canada.

Distinguished as the only teacher whose examples were included in Part II of two new Reading Recovery guidebooks written by Marie M. Clay, founder of Reading Recovery, and introduced in 2006–2007: *Literacy Lessons Designed for Individuals, Part I and Part II*.

continued

Doris Johnson (Associate Professor)

Reviewer and newsletter editor, American Educational Research Association, Research on Women in Education. Co-editor of the official conference proceedings.

Faculty advisor for the following organizations/programs: Acropolis (student organization), Pi Lambda Theta, Undergraduate Middle Childhood Program, and coordinator for Pre-Professional Education Program.

Member of the following college committees: COSM Council, COLA Quarterly Forum, and Technology (chair-elect).

Member of the CEHS Leadership Academy, 2006–2007.

Member of the following university committees: Undergraduate Student Affairs, Teacher Education Council, and Promotion and Tenure Appeals.

Member of the following professional organizations: American Association of University Professors; American Association of Higher Education; National Association for Multicultural Education; American Educational Research Association; AERA SIG, Instructional Technology; AERA SIG, Teaching and Teacher Education; AERA SIG, Classroom Management; Pi Lambda Theta; and National Middle School Association.

Burga Jung (Associate Professor)

Directed the second year's work of the Wright Charter College with 78 math, science, foreign language, and special education teacher candidates eligible for the Alternative Educator License.

Directed the studies of an additional 162 Alternative Educator License preservice and inservice teachers.

Directed the EPQT grant for active, retired, and honorably discharged military and worked with Troops to Teachers national director John Gantz to facilitate the transition of active and retired military to a pre-college teaching career, including online access to program information and program courses.

Interacted weekly with ODE personnel responsible for awarding the Alternative Educator License and with school district personnel needing AEL teachers.

Interacted weekly with statewide school district personnel/human resource officers in regard to the hiring of AEL teachers.

Worked on contract from Pearson Merrill Prentice Hall for a classroom management textbook (2007

publishing date) as part of a textbook series for teacher candidates for alternative certification in every state.

Submitted proposals for teacher preservice funding.

Delivered four online courses, two of which were delivered each quarter.

Supervised the delivery of additional online courses for AEL preservice and inservice teachers.

Catherine Keener (Assistant Professor)

School partnership interaction included the following: Co-chair of the CEHS Partnership Network, site liaison for Fairborn Baker Middle School, and member of the Fairborn City Schools Communications Committee.

Supervised six intervention specialist, nine middle childhood, and two AYA interns through the Office of Professional Field Experiences.

Reviewer, *Journal on Excellence in College Teaching*, Miami University, Oxford, OH.

Member of the CEHS Leadership Academy.

Advisory Board member for *Annual Editions: Educating Exceptional Children 06/07*, McGraw-Hill Higher Education.

Book group facilitator for Center for Teaching and Learning: *Learning through Storytelling in Higher Education: Using Reflection & Experience to Improve Learning*, May 2006.

Member of the following department committees: Intervention Specialist Program, Adolescent to Young Adult, and Middle Childhood.

Acting chair of the college Local Professional Development Committee.

Member of the following organizations: Ohio Credential Review Board, Ohio Department of Education; and Ohio Association for Supervisors and Coordinators for Exceptional Children Region 9, secretary and representative to the State Advisory Board.

Kathleen Koenig (Assistant Professor)

Principal investigator for a National American Association of University Women Educational Foundation grant in the amount of \$10,000, awarded through the Ohio State Branch of the American Association of University Women (AAUW) for the project "Fueling Girls' Interest in Science: A Program for 6th and 7th Grade Girls."

Chair of the Math, Science, and Technology Task Force for AAUW/Cincinnati in addition to co-coordinator of the Cincinnati Girls in Science Program to stimulate 6th and 7th grade girls' interest and

continued

awareness of science and science careers. There are currently 13 schools, 250 plus girls, and 30 plus local women scientists in the program.

Directed and implemented the Dayton Girls in Science Program (modeled after the Cincinnati program), involving three schools in the pilot year. The students in this program visited Wright State's campus in April 2007 for a "Showcase of Women Scientists," which is one component of the program.

Involved in assessing the curriculum and materials needs of Charity Adams Early Academy for Girls (Dayton Public Schools), emphasizing science and math, and one of the few all-girls public elementary schools in the country. Helped to put together the science equipment orders which were then ordered and paid for through funds from Wright State. Work with these teachers will continue in the form of science content knowledge support.

Senior personnel on \$2 million funded project: National Science Foundation Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP). Served as faculty lead for the SM 101 course, Scientific Thought and Method.

Primary department contact for the Physics Teacher Education Coalition, sponsored by American Association of Physics Teachers, American Institute of Physics, American Physical Society, and providing a forum for dissemination of innovation approaches and best practices in the area of K-12 physical science and physics teacher preparation.

Attended the Activity-Based Physics Faculty Institute to learn more about the various physical education research-based instructional materials that can be implemented in introductory physics courses to increase student understanding and retention. Began work on the calculus-based physics sequence to integrate various reforms to make the course more student-directed in an effort to increase student success and retention in the course.

Tracey Kramer (Lecturer)

Site liaison, Fairborn Intermediate School.

Advisor to the graduate middle level licensure program students.

Served as a Praxis III assessor.

Supervised 11 middle childhood interns through the Office of Professional Field Experiences.

Attended the following conferences: NCATE Orientation, Arlington, VA; National Network for Educational Renewal, Cincinnati, OH; Association of Teacher Educators, San Diego, CA; and Lessons that Change Writers, Cincinnati, OH.

Member of the following department committees: Literacy and Middle Childhood.

Member of the following college committees: Partnership and Unit Assessment.

Member of the following professional organizations: International Reading Association, National Council of Teachers of English, National Middle Schools Association, and Association for Supervision and Curriculum Development.

Susann Mathews (Associate Professor)

Granted promotion to full professor, effective September 2007.

Used grant funding to provide for a professional development program for nearly 100 area middle and high school teachers in various content areas of mathematics. Week long institutes were held during summer 2006 with follow-up sessions held throughout the 2006-2007 school year. Evaluation of teacher content tests and content tests of their own students was also provided for in the grant.

Acting co-director of the EXCEL Center for 2006-2007.

Served as Association of Mathematics Teacher Educators (AMTE) representative to the National Council of Teachers of Mathematics, appointed by the president of AMTE.

External evaluator for mid-point of mathematics and science education research at the University of Kentucky.

Reviewer for research manuscripts for publication in the *School Science and Mathematics Association Journal*.

Member of the planning committee for the Ohio Spring Conference, Content and Pedagogy of Mathematics and Science in Middle School and for Middle School Teacher Preparation, sponsored by the Ohio Board of Regents and the Ohio Department of Education.

William Mosier (Associate Professor)

Taught TED course, EDE 302, via WebCT from Iraq while on active duty as an Air Force Reserve officer assigned to Joint Forces Command, fall 2006 through spring 2007.

Awarded the Department of Defense Joint Services Achievement Medal for professional excellence and meritorious service while serving with the Joint Task Force-Civil Support as lead medical officer and working group chair of medical consequence management efforts during active duty deployment in support of Operation Fueres Defensas (August 2006).

continued

Peer-review Board member for the *Family Journal of the International Association of Marriage & Family Counseling*.

Member of the following organizations external to Wright State: Aerospace Medical Association, American Association for Marriage & Family Therapy, American Counseling Association, American Mental Health Counselors Association, American Psychotherapy Association, Association of Marriage & Family Regulatory Boards, and National Association for the Education of Young Children.

Richele O'Connor (Associate Professor)

Served as a Court Appointed Special Advocate, Guardian Ad Litem, Shelby County.

Volunteered at Dayton Children's Hospital.

Editorial reviewer, *Scholarly Partnerships Edu.*

Editorial reviewer, *Ohio Middle School Journal*.

Attended the National Network for Educational Renewal sponsored Think Tank, Ideas in Paradise, Honolulu, Hawaii.

Three-year participant in the Literacy Education Partnership Field Faculty Network.

Chair of the TED Professional Development Committee.

Served on the Search Committee for the ERC director position.

Teacher for Holy Angels Junior High Youth Ministry.

District coordinator for Partnership with Troy City Schools.

Nimisha Patel (Assistant Professor)

Attended the following conferences: National Network for Educational Renewal, Cincinnati, OH; Association of Teacher Educators, San Diego, CA; Developing Alternative Models for Special Education, Akron, OH; and American Educational Research Association, Chicago, IL.

Served as Phase I supervisor.

Member of the following department committees: Middle Childhood, AYA/MA, and Writing Across Curriculum (ad hoc).

Member, American Educational Research Association.

Linda Ramey (Associate Professor)

Member of the Environmental Education Council of Ohio, 2007 Conference Planning Committee and served as forum evaluator for the Pre-Conference Professional Forum Planning Committee.

Advisory Panel member for Wildlife Forever Outdoors.

University Faculty Implementation Advisory Board member, Ohio Department of Natural Resources, Project Wild.

Patricia Renick (Associate Professor)

Chair, college Diversity Committee.

Member, college Faculty Senate.

Chair, TED Curriculum Committee.

Member, Council for Exceptional Children.

Member, National Council on Learning Disabilities.

Editor, *The Electronic Journal for Inclusive Education*.

Kenneth Schatmeyer (Assistant Professor)

Granted promotion to associate professor with tenure, effective September 2007.

Member of the college Faculty Affairs Committee.

Member of the Information Literacy Committee

Member of the following university committees: Faculty Senate, Faculty Senate Executive, and Writing Across the Curriculum.

Member of the following organizations: International Reading Association, Ohio Council of the International Reading Association (past president), National Council of Teachers of English, Ohio Council of Teachers of English Language Arts, Association for Supervision and Curriculum Development, National Reading Conference, College Reading Association, and Phi Delta Kappa.

Gail Scott (Lecturer)

Taught as adjunct instructor for Summer B 06 (EDS 655 and 654: 9 credit hours).

Became full-time faculty member beginning September 2006. Taught 40 credit hours of both graduate and undergraduate courses (EDS 333, 645, 655, and 656) during the 2006–2007 academic year.

Faculty member in Intervention Specialist Program. Attended the Literacy Committee as a representative of the Intervention Specialist Program.

Member of the local chapter of Ohio Association of Supervisors & Coordinators for Exceptional Students.

Rebecca Teed (Assistant Professor)

Reviewer, *Journal of Geoscience Education*.

continued

Co-authored the program report for the CEHS Adolescent/Young Adult Science Program for the National Science Teachers Association.

Member, Teacher Education Council, Science and Math Education Council, Master of Science Teaching and Earth Science Committee.

Taught two sections of GL 345, Concepts in Geology, and two of GL 346, Earth Systems.

Served on ten Master of Science in Teaching: Earth Science student committees and two Master of Science in Geology committees.

Member of the following national organizations: National Association of Geoscience Teachers, National Science Teachers' Association, American Quaternary Association, American Association for the Advancement of Science, and Sigma Xi.

Division of Professional Development

Director and

ED LINK-12 Director Don Walls

Support Staff

Sue Bevan Student Services Specialist
Lori Luckner Office Assistant II
Paul Wotherspoon Program Coordinator

Adjunct Faculty 89

Executive Summary

The Division of Professional Development (DPD) remains committed to offering quality workshops that are innovative, current, appropriate, and useful to educators and human service professionals. Activities during the past year included helping individual school districts set up professional development programs for their staff and encouraging local educators to work with their district and to share their expertise in various topics.

To battle growing competition, the division continues to offer quality programs with knowledgeable adjunct instructors. For example, a number of reduced tuition (flat rate) courses are offered to area school districts to help DPD remain competitive with other sister institutions, yet retain program quality.

DPD has polled many area administrators in an effort to determine optimum workshop topics and scheduling times. The consensus was that many teachers prefer weekend workshops rather than

during the week when their commitments are heavier and energy levels are low. DPD successfully offered between two-four workshops each weekend with good attendance, compared to dwindling attendance at after-school teacher workshops. Beginning fall 2007, one-day educator workshops will be offered in an effort to bring important information at a competitive price to area educators. Hopefully, this will be a benefit to not only DPD, but to our many school partners.

This past year, DPD again took responsibility for the CEHS booth at the Southwestern Ohio Institutional Technology Association (SOITA) conference held at the Dayton Convention Center in December. DPD routinely collaborates with many "outside" entities to assist in offering or establishing professional development for their clientele. In addition, DPD encouraged staff attendance at various conferences to further develop programs of interest and also to explore different, effective ways of doing business.

Another important part of the Division of Professional Development is the Educational Leadership Information Network (ED LINK-12). This popular program provides area educators, such as superintendents, principals, curriculum directors, guidance counselors, business managers, superintendent secretaries, transportation supervisors, and technology directors, an arena to discuss current concerns in their districts, network about new mandates in education, and experience a general meeting of like-minded professionals to discuss the day-to-day activities of their schools.

Division Activities

The division continued to make great strides through presentation of many services to educational institutes and human services agencies.

- Held Teacher Centers in Kings Mills and the Center for Performance Excellence.
- Held summer course programs at the Kettering Center, Princeton High School, Lake Campus, and Miami Valley Special Education Regional Resource Center (SERRC).
- Collaborated with ThinkTV to offer courses.

Workshop Summary

Quarter	Courses Offered	Credit Hours
Summer 2006	60	627
Fall 2006	69	702
Winter 2007	57	646
Spring 2007	41	559
TOTAL	227	2,534

continued

- Worked with the College Board Advanced Placement Program to offer the second year Advanced Placement Institute, increasing from three courses to four.
- Generated tuition revenue for the college and university through graduate and undergraduate credit workshops during staff development institutes, one weekend—one credit hour programs, classes, and conferences.
- Updated the DPD Web site with current listings of relevant conferences and forums, classes, workshops, and seminars, and linked to the CEHS home page.
- Extended outreach efforts in collaboration with Lake Campus, University of Dayton, Sinclair Community College, and multiple school districts in Southwest Ohio.
- The division is represented by the director at monthly Ohio Department of Education meetings held in Dayton.
- Continued publication of a semiannual Adjunct Newsletter.
- Continued effective communication and collaboration with internal departments and campus offices including Office of the Registrar, Office of the Bursar, Center for Performance Excellence, College of Science and Mathematics, School of Professional Psychology, and Lake Campus. Also continued effective communication and collaboration with external agencies and institutions including Miami Valley Special Education Regional Resource Center, Kettering City Schools, Princeton City Schools, and Sinclair Community College.
- Worked collaboratively with Lake Campus in meeting their needs for professional development classes offered and in search efforts for adjunct faculty.

ED LINK-12

The Educational Leadership Information Network for grades K-12 is a field-based program coordinating professional staff development programs designed for individual school districts with dedication and emphasis on school improvement.

ED LINK-12 networks provide an excellent forum for sharing ideas, giving attendees a casual yet professional atmosphere to discuss school activities, curriculum and instruction concerns, and administrative issues. District representatives attend approximately three network meetings throughout the school year. Wright State provides a facilitator for the meeting. District representatives have an opportunity to decide the content of each meeting through

advanced notice of the meetings with a mailer to return to Wright State designating agenda items they wish to discuss.

ED LINK-12 provided 32 school systems with approximately 61 combined professional staff development programs that involved approximately 1,575 administrative and personnel participants. This program is heavily involved in planning for school improvement, collaborative inservice training support and instruction, and coordinating district-wide professional development for its member schools. The program served approximately 7,976 teachers/administrators and approximately 126,080 students within 14 counties.

Staff Highlights

Sue Bevan (Student Services Specialist)

Facilitated off-campus workshops at Kings Mills and the Center for Performance Excellence. Also assisted with the Advanced Placement Summer Institute.

Coordinated special arranged workshops for Wright State, school districts, and local agencies. Duties included registering students, resolving Bursar and registration problems, and posting student grades. Identified and resolved Banner issues for nontraditional students who were unable to access Wings Express. Granted approval to print student CaTS account information.

Attended the following conferences and seminars: Professional Development for Women sponsored by Clemson University; Less Stress, More Success conference held at the Center for Performance Excellence; and USAC/CSAC Staff Development Day.

Represented Wright State classified staff at the Ohio Staff Council of Higher Education Conference held at Ohio University.

Attended the following training: Electronic Personnel Action Forms and Student WSU Campus Account Information.

Member of the following university committees: Classified Staff Advisory Council, Golf Scramble, Wage and Benefits, and Parking.

Lori Luckner (Office Assistant II)

Attended Less Stress, More Success Conference and the Grant Writing Workshop at the Wright State Center for Performance Excellence, and attended the Wright State Educational Records Workshop.

Attended a three-day Ohio Continuing Higher Education Association Conference, Continuing Education: Challenges and Opportunities.

continued

Facilitated on- and off-campus workshops.

Served as ED LINK-12 coordinator, working with agencies off-campus to schedule meetings, and facilitating programs for superintendent secretaries.

Member of the Wright State Organization for Women.

Member of the following committees/associations: Fairborn Art Association (past president), Fairborn Sweet Corn Festival (chairperson), Fairborn Aero Chapter #536 Order of Eastern Star (secretary), Abiding Christ Lutheran Church softball team (assistant coach and manager), and Fairborn Heritage Days Festival (treasurer).

Don Walls (Division and ED LINK-12 Director)

Facilitated ED LINK-12 meetings for area elementary school principals and transportation supervisors.

Partnered with Beavercreek City Schools in presenting Hal Urban in a two-day seminar held at Wright State.

Served on the HPR faculty search committee.

Attended the Governor's Summit on Character Education.

Helped develop programs for area school administrators with the Montgomery County Education Service Center.

Attended a College Board meeting in Chicago to learn how to offer and present an Advanced Placement Summer Institute.

Helped develop and sponsor teacher education programs for the Air Force Association of Teachers.

Mentored two high school seniors at Fairmont High School.

Member of the following college committees: Dean's Cabinet, Local Professional Development, ERC Advisory, Teacher Education Council, Partnership, and Communications.

Member of the following committees/associations: Kettering Rotary Foundation (provides scholarships for area seniors); MON-DAY Community Correctional Institution Advisory Board (appointed by county commissioners to the Faculty Governing Board); Montgomery County Education Service Center Governing Board for Collaborative 21; Kettering, Moraine, and Oakwood chambers of commerce (past-presidents and Advisory Council); Miami Valley Military Affairs Association Trustee; Partners for Healthy Youth Advisory Board; and Habitat for Humanity Building Group.

Paul Wotherspoon (Program Coordinator)

Facilitated ED LINK-12 programs for business managers, junior high and high school principals, treasurers, curriculum directors, and public relations coordinators.

Member of the following committees/associations external to Wright State: Ohio Association of School Business Officials, Buckeye Association of School Administrators, Ohio Association for Supervision and Curriculum Administrators, Phi Delta Kappa, and Miamisburg City Schools Virtual Academy (Board of Directors).

ED LINK–12 Networks

ED LINK–12 Southwest Network	ED LINK–12 West Central Network
Beavercreek City Schools	Bath Local Schools
Centerville City Schools	Bellefontaine City Schools
Eaton Schools	Celina City Schools
Edgewood City Schools	Coldwater Schools
Kettering City Schools	Elida Local Schools
Kings Local Schools	Indian Lake Local Schools
Miamisburg City Schools	Miami East Local Schools
Middletown City Schools	Piqua City Schools
Northmont City Schools	Shawnee Local Schools
Oak Hills Local Schools	Sidney City Schools
Princeton City Schools	St. Marys City Schools
Sycamore Community Schools	Tipp City Exempted Village Schools
Tecumseh Local Schools	Troy City Schools
Vandalia-Butler City Schools	Van Wert City Schools
West Carrollton City Schools	Wapakoneta City Schools
Xenia Community Schools	
Yellow Springs Exempted Village Schools	

ED LINK–12 Meetings Held Annually

Group	Southwest Network	West Central Network
Business Managers	3	3
Curriculum Directors	4	4
Elementary Principals	4	3
Guidance Counselors	2	2
High School Principals	2	4
Junior High/Middle School Principals	2	2
Math Teachers	1	1
Public Relations Coordinators	1	1
Social Studies Teachers	1	1
Superintendents	3	5
Superintendent Secretaries	2	2
Technology Directors	2	2
Transportation Supervisors	0	2
Treasurers	1	1

Educational Resource Center

Director

Anne Carone

Support Staff

Elizabeth Styers

Media Resource Assistant

Executive Summary

The Educational Resource Center (ERC) supports the College of Education and Human Services by providing materials, services, and state-of-the-art equipment needed by educators and those in the human service professions. The Instructional Materials Center (IMC) is the library-like area of the ERC and the Media Production Lab (MPL) is a hands-on lab for creating classroom multimedia presentation materials.

During academic year 2006–2007, continued efforts were made to provide more of the support materials needed for classes, to improve upon the quality of services rendered, and to promote the center by engaging students in center activities and events.

Greater demand for computer Internet access necessitated making available two additional stations in the IMC reading area. One of these stations is a PC and the other is a Macintosh. There are now a total of ten Internet-accessible computer stations for general use in the IMC reading area. Computers in the MPL are all Macintosh and these are seeing increased use. Computers in the preview rooms also were upgraded so that students could work on Podcasting projects. Preview room 116 BA has been upgraded with more sophisticated Podcasting equipment.

The ERC noted a continued increase in the number of individuals seeking the electronic scan fingerprinting services. The WebCheck is required by a number of state, federal, and private agencies of persons who will be working with children, the mentally retarded, or the elderly. In addition to being required of educators, the WebCheck is required also of those in nursing, those considering adoption, and those working for the U.S. Department of Homeland Security. The ERC began rendering this fingerprinting service in August 2004 while the program was in a pilot phase with Cogent Systems.

As a support unit, the ERC promoted the college and facilitated events and activities by offering use of its space. Prospective students and their families

attending Academic Green & Gold Days gathered in the ERC for a college reception. This event was held in both fall and spring. During National Student Employment Week in April, CEHS student workers and graduate assistants were recognized and treated to a carry-in luncheon provided by CEHS faculty and staff. This appreciation luncheon was celebrated in the MPL.

The ERC was also a stop on Wright State's Great Scavenger Hunt where prospective incoming freshmen students were asked to be creative and create a poster using Ellison die cut outs.

Class projects were displayed in the center throughout the year to demonstrate class work done by students in Dr. Jackie Collier's ED 316, Early Childhood Language Arts: Curriculum and Materials; and Mrs. Lynda Cohen's EDE 231, Developmentally Appropriate Programming in ECE: Birth-Five years. During spring quarter Dr. Gruber's EDE 303 class used the Media Production Lab and supplies to create story-books.

The Center participated in university-wide events including Fall Fest, May Daze, and Ronald McDonald Penny Drive. The ERC sponsored a Halloween pumpkin-decorating contest between college departments, displaying entries outside the Hanger to get students involved by casting their vote. Positive feedback was received from students, faculty, and staff.

Within the ERC, diversity and topics of social justice are acknowledged and celebrated throughout the year. There is continued active involvement with the Dayton Holocaust Resource Center (DHRC). With DHRC and the Wright State Judaic Studies office, the ERC co-sponsored this year's Kristallnacht lecture. Throughout the year, Holocaust memorial events, i.e., Kristallnacht and Holocaust Remembrance, were recalled in displays and exhibits that publicized upcoming speakers.

The ERC staff worked together with students in broadening their university experience and giving them a sense of ownership in the center. By providing students with opportunities to grow academically and socially, and by listening to the needs of the faculty, the Educational Resource Center is recognized as an increasingly user-friendly asset to the College of Education and Human Services.

continued

Staff Highlights

Anne Carone (Director)

Attended the following: Apple iPod Project Training, informational session for Career & Technical Education Administrators in Southwest Ohio, Academic Library Association of Ohio (ALAO) Conference, Southwestern Ohio Instructional Technology Association/Greater Miami Valley Educational Technology Conference, and Wright State University Staff Development Day.

Retired effective December 31, 2006.

Elizabeth Styers (Media Resource Assistant)

Assumed responsibilities of ERC director January through June 2007.

Attended the following: Wright State Career Services Job Fair, Wright State Student Employee Job Fair, Southwestern Ohio Instructional Technology Association/Greater Miami Valley Educational Technology, Records Management 101, Wright State University Staff Development Day, Library Conference "The Future of Library as Place - or No Place?" (SOCHE), and informational session for Career & Technical Education Administrators in Southwest Ohio.

Educational Resource Center
Usage Figures
Summer 2006–Spring 2007

	Summer 2006	Fall 2006	Winter 2007	Spring 2007	TOTAL
Security Gate Crossings (records both inbound and outbound)	11,900	44,315	35,630	30,259	122,104
Instructional Materials Center					
Automated checkouts	1,735	2,636	2,818	2,030	9,219
Manual checkouts	4	15	5	2	26
In-house use	30	34	21	19	104
Occasional classes/workshops (excluding tours)	1	1	1	5	8
Tours	2	2	1	2	7
Material bookings	77	460	105	46	688
Media Production Lab					
Cash and departmental sales	\$1,000.78	\$1,499.36	\$1,102.22	\$1,135.99	\$4,738.35
Open lab attendance	366	1,421	825	960	3,572
Regularly scheduled classes	2	4	3	5	14
Occasional classes/workshops (excluding tours)	0	6	2	13	21
Tours	0	5	3	0	8
WebCheck® Fingerprinting					
BCIO	193	226	259	156	834
FBIO	5	5	3	3	16
BFBI	44	131	26	109	310
Total	242	362	288	268	1,160

Office of the Dean

<u>Dean</u>	Gregory R. Bernhardt
<u>Associate Dean</u>	Bonnie K. Mathies
<u>Assistant Dean for Administration</u>	Donna Hanby
<u>Staff</u>	
Cheryl Bayless	Data Manager (through February 2007)
Theresa Dorn	Administrative Specialist Data Reporting Analyst (effective June 2007)
Joyce Gilmore	Administrative Specialist
Matthew Grushon	Grants Writer (effective June 2007)
Mary Jean Henry	Assistant to the Dean
Linda Kauppila	Office Assistant II
Kevin Knapp	Computer Systems Admin 2
Marianne Requarth	Director of Development
Jonathan Smith	Network Administrator
Florence Walusimbi	Grants Writer (through January 2007)
Kevin Watson	Business Manager

Praxis III Ohio Region Four Office

Michael Barnhart	Director
Semmie Neely	Support Staff
Jane Knight	Support Staff

Executive Summary

See Dean Bernhardt's Executive Summary on page 1.

Staff Highlights

Gregory Bernhardt (Dean)

Co-directed with Dr. Charles Ryan the Doctoral Program Planning Committee in the continued development of an Intent to Plan proposal for the establishment of a college doctoral program in sustaining renewal.

Served as chair of the Governing Council and member of the Executive Board of the National Network for Educational Renewal. Co-chaired the Planning Committee for the 2006 annual conference, and co-presented and served as a symposium program facilitator at the conference.

Member of the Steering Committee of the Council of Great City Schools Colleges of Education.

Member of Ohio's Committee of Practitioners, a required advisory committee in each state accepting No Child Left Behind Act federal funds.

Member of the Executive Committee and Board of Trustees of the Area Agency on Aging.

Member, State University Education Deans.

Member, Dayton Public Schools Community Advisory Council.

Past president of the Board of Trustees of the nine-county Area Agency on Aging.

Chaired the Wright State Provost Search Committee.

Project manager for the continued Ohio Department of Education (ODE) grant for Expanding the Pool of Qualified Teachers for Ohio's Schools, \$27,000 award in 2006-2007.

Acted as co-PI for Ohio Core programs with Montgomery County Educational Service Center and Clark County Educational Service Center to license a total of 46 new teachers in math, biology, chemistry, physics, and integrated sciences.

Member of the following university committees: Promotion and Tenure, Faculty Governance, SCT Banner Executive Steering Committee, Graduate Council, North Central Association Steering, Executive Enrollment Management Council.

Theresa Dorn (Administrative Specialist)

Volunteered for Freshman Move in Day.

Attended the following workshops and seminars: Power Point Level 1 and Level 2, Excel Tools, Workplace Violence Training, Sexual Harassment Training, From Slide Rules to iPods, Wright State Quest for Community, and USAC/CSAC Staff Development Days.

Completed COGNOS Connection Training, and completed Tk20 training and attended the Tk20 2007 Users Conference.

Attended staff information lunch with Wright State President David Hopkins.

continued

Guest speaker in intervention specialist classes regarding "A Parent's Perspective of the IEP Process."

Continued EDL coursework in the Organizational Leadership Program.

Appointed to the data reporting analyst position, effective June 1, 2007.

Participated in the provost search and CEHS associate dean search by attending all forums and submitting input.

Joyce Gilmore (Administrative Specialist)

Served as representative to the Classified Staff Council.

Attended USAC/CSAC Staff Development Days and attended COGNOS training.

Attended the Ohio Staff Council of Higher Education Conference held at Ohio University, June 2007.

Matthew Grushon (Grants Writer)

Appointed grants writer, effective June 11, 2007.

Donna Hanby (Assistant Dean for Administration)

Presented Pathwise Level I training for university and school partnership faculty at Fairborn City Schools and Dayton Public Schools.

Co-chair of the NNER annual conference Planning Committee.

Served as the university representative, steering committee member, and researcher for Ohio's Teacher Quality Partnership (TQP).

Appointed co-chair of the Teachers Standards Alignment Team for the State of Ohio, September 2006.

Appointed member of the Special Education Personnel Development Advisory Committee, September 2006.

Appointed member of the Board of Trustees for OCTEO for a three-year term, April 2006–2009.

Appointed member of the Gifted Rule Advisory Committee, spring 2007.

Member of the following college committees: Dean's Cabinet, Diversity, Local Professional Development, Partnership, Adaptive Technology, Gifted Advisory (chair), Communication (chair), Unit Assessment (chair), Data Manager/Analyst Search (chair), Intervention Specialist Search, and International Education.

Member of the following university committees: Academic Assessment Coordinators, Program

Assessment, Registrar Search, IT Tech, and Teacher Education Council (coordinator).

Member of the following committees and associations: State University Education Deans, ODE Stakeholders, Phi Delta Kappa, Association for Supervision and Curriculum Development, and Board of Examiners for the National Council for Accreditation of Teacher Education.

Mary Jean Henry (Assistant to the Dean)

Appointed assistant to the dean, effective September 1, 2007.

Compiled, edited, and formatted the CEHS 2005–2006 Annual Report.

Member of the Ohio College Personnel Association.

Attended the following training: Critical Thinking in the Classroom (CTL), Podcasting Your Lecture—the Fundamentals (CTL), Sexual Harassment—What You Need to Know, Preventing Workplace Violence—Promoting Civility, Grant Writing Workshop, and USAC/CSAC Staff Development Days.

Admitted to the Student Affairs in Higher Education Graduate Program and completed first year of coursework.

Member of the Wright State Provost Search Committee.

Member of the following college committees: Dean's Cabinet and Communications.

Kevin Knapp (Computer Systems Admin 2)

Provided technical support for NNER conference in fall 2006.

Attended Tk20 Users' Conference.

Developed new Intranet for college that includes Helpdesk, Web Content Server and department databases.

Received Apple Final Cut Pro certification in August.

Awarded B.S. in Education, Organizational Leadership.

Admitted to the Master of Humanities Program.

Bonnie Mathies (Associate Dean)

Continued work with the Ohio Board of Regents and the catalystOHIO grant.

Co-chaired with Dr. Doris Johnson, Southwest Ohio Technology Community Project with Columbus showcase, May 2006.

continued

Hosted 9th annual Cable in the Classroom Workshops (August 2006) in conjunction with Time Warner.

Served on Ohio Department of Education writing team for new multiage license Computer Information Science.

Taught EDT 895 online in winter and summer 2006.

Program advisor for library media licensure and masters degree and supervised library media interns.

Member of the following college committees: Curriculum and Academic Policy (ex-officio), Graduate Studies (ex-officio), Technology (ex-officio), Unit Assessment, and Partnership.

Member of the following university committees: Technology, Classroom of the Future, Graduate Council (dean's alternate), Teacher Education Council, and Articulation/Transfer Committee with Clark State Community College.

Member of following professional organizations: International Society for Technology in Education (ISTE), American Library Association (ALA), American Association for School Librarians (AASL), Phi Delta Kappa (PDA), Association for Supervision and Curriculum Development (ASCD), Association for Education and Communication Technology (AECT), Pi Lambda Theta (honorary), State University Education Deans (Technology Committee chair), Ohio Educational Library Media Association (OELMA), Ohio Library Council (OLC), Ohio Community Computer Council Network (OCCCN), and Ohio Association for Supervision and Curriculum Development (OASCD).

Retired after 33 years of service to the university, effective July 2007.

Jonathan Smith (Network Administrator)

Attended the World Wide Developers Conference with Apple Computers.

Received Apple Logic Pro Training Certification.

Kevin Watson (Business Manager)

Served as a member of the SciQuest Higher Markets project team responsible for implementing a new purchasing portal.

Worked with Bursar, Registrar, and Financial Aid offices to develop a new process for offering DPD courses at reduced tuition.

Worked with CaTS on the development of COGNOS report formats to be deployed campus wide.

Served on search committees for CEHS data manager, RSP grants accountant, and director of Printing Services.

Made a budget presentation to students in the Student Affairs in Higher Education Program.

Member of the Human Resources project team responsible for the deployment of the new Electronic Personnel Action Form in January 2007.

Managed the college budget so that all accounts finished FY 06-07 with positive balances for the eighth consecutive year, and saw the college through a routine procurement card internal audit with no findings of significant noncompliance issues.

Florence Walusimbi (Grants Writer)

Resigned effective January 31, 2007.

Office of Graduate Programs

Director

Charles Ryan
Professor

Executive Summary

The Office of Graduate Programs continued to concentrate on qualitative issues and initiatives related to marketing, recruiting, and oversight of graduate programs in the College of Education and Human Services (CEHS). For example, occasional memos and special reports were published to inform faculty of issues related to advising and development of graduate programs for those students admitted to degree candidacy in the college. Materials related to graduate programs were routinely distributed at graduate career fairs and the college was represented at several recruitment initiatives.

In addition, the director serves on the university Enrollment and Marketing Committee to assist in planning for graduate enrollment. During the past academic year, three graduate marketing open houses were held to increase graduate student enrollment. Analysis of enrollment data for fall 2006 indicated a 2.5 percent increase in graduate student head count.

The Office of Graduate Programs prepared special reports for the Dean's Cabinet, faculty, and the Graduate Studies Committee. For example, the following reports were completed, and submitted to the Dean's Cabinet and CEHS faculty for review and discussion:

- Procedures for Student Advising, March 29, 2007
- Full proposal for CEHS doctorate draft 6.3 prepared by the Doctoral Degree Planning Committee, April 2007

The above studies are part of a continued effort to examine issues that are of interest to graduate faculty as they develop marketing and recruiting programs for all existing degree areas in the college.

A major goal has been to bring before the faculty and various committees issues related to governance, implementation of policies, and other activities that speak to a quality graduate program. One initiative, in particular, during the past year was coordination with the Department of Teacher Education for revision of the Classroom Teacher: General, Major 252, Master in Education, to

permit more flexible program planning with new graduate students. The new name, Classroom Teacher: Advanced Studies, was approved by the Graduate Council Policy Committee on January 24, 2007.

In addition, the following graduate initiatives were also approved by the Graduate Council:

- A concentration in Early Childhood Intervention Specialist, approved October 9, 2006
- Intent to Plan for a Master of Science in Leadership, approved April 23, 2007
- Doctoral Intent to Plan in Sustainable Renewal in the Helping Professions, approved October 26, 2006

The number of course inventory requests, modification reports, course deletions, and graduate petitions continued to increase in 2006-2007 as departments responded to the Registrar's initiative on reviewing all courses and deleting those no longer used from the course inventory. The committee reviewed 20 course inventories, 26 modifications, 17 academic petitions, and 15 admission petitions.

Graduation reviews for 2006-2007 were as follows:

- August 2006: 184 degrees awarded
- November 2006: 67 degrees awarded
- March 2007: 31 degrees awarded
- June 2007: 164 degrees awarded

In summary, the Office of Graduate Programs continued to oversee the following activities:

- Admission processing
- Student records management
- Graduation certification checks
- Processing of Programs of Study, Change of Program forms, and Change of Major forms
- Processing petitions for admission and exceptions to academic policy

continued

- Advising incoming students interested in teacher education, counseling, educational leadership, and health and physical recreation programs
- Graduate assistantship recruiting and application maintenance
- Assisting the chair of the Graduate Studies Committee by recording meeting minutes and preparing agenda materials
- Participating in recruitment efforts for graduate programs in the college by completing routine information requests
- Consultation with the Graduate School on the development of new academic programs and assist in periodic review of graduate programs campus wide

As the Office of Graduate Programs continues to examine its role, it is apparent that one of the important functions is to confer with faculty on a regular basis regarding program of study development and implementation, provide marketing and recruitment services to each academic unit within the college, and nominate outstanding candidates for campus wide awards, thus ensuring that students, faculty, and staff in CEHS are recognized. The office has continued to nominate candidates for the Graduate Council Scholarship Award, the Wright State Graduate Tuition Scholarship Program, the Ohio Board of Regents Fellowship Award, and the Wright State Alumni Scholarship Awards. In 2007, CEHS candidates were awarded two Graduate Council Scholar Awards for \$12,000 each. Recipients were Alex Gutman and Robert Brownfield, both entering the teacher education master's program in August 2007.

The director of this office serves as ex-officio on the Graduate Studies Committee with major responsibilities for oversight of graduate policies and procedures, academic petitions, and program/course development. The director continues to serve on the Policy Committee of the University Graduate Council and as an alternate member to the Graduate Council. This provides opportunities to influence policy and procedure from a college perspective. This office monitors the admission process and reviews the graduate status of all candidates to ensure accurate implementation of standards for degree programs. Also, responding to information requests about CEHS programs from interested candidates continues to be a vital function.

The graduate assistants for the Office of Graduate Programs, Jennifer Wells and Jill Wedig, maintained a graduate student database of approximately 1,000 files, along with hard file copies for each of these students. Over the course of a year, the graduate

assistants completed approximately 450 graduation reviews to ensure that graduate students were in compliance with Program of Study requirements and other graduate school policies, and ready for graduation. In addition, the graduate assistants were responsible for creating files for advisors and for each new graduate admit. Each admit received a welcome letter to CEHS produced by this office. Records are maintained for petitions, concern conference reports, and Graduate Studies Committee minutes in this office.

In summary, the Office of Graduate Programs continues to work with faculty for fair and equitable implementation of graduate policies and procedures. All efforts of this office are dedicated to improve and strengthen the graduate culture in the College of Education and Human Services.

Office of Professional Field Experiences

Director

Donna J. Cole
Professor and Partnership
Field Coordinator

Support Staff

Ron McDermott	Partnership/Outreach Coordinator
Teri Stebbins	Office Assistant II
Mary Jane Walling	Administrative Coordinator

Practicum Supervisors: 52

Executive Summary

The 2006-2007 academic year was successful for the Office of Professional Field Experiences (OPFE). With new endeavors starting in partnership districts and Tk20 being introduced as a vehicle for data collection, OPFE experienced many opportunities for growth.

OPFE provided field practicum assignments for both undergraduate and graduate students in pK-12 schools and other professional sites. During this academic year, the office coordinated over 1,200 field assignments for undergraduate and over 340 graduate level licensure program interns. The licensure programs required many unique and diverse placements and OPFE staff members worked to locate new placement sites for the various licensure programs.

During the course of the year, the office responded to over 200 walk-ins and numerous email inquiries.

OPFE strived to improve communications with the students served by providing Phase I orientations for undergraduate students entering the education field. Quarterly Phase II/student teaching orientations were presented to all Early Childhood Education Program undergraduate participants. Graduate level licensure program orientations were held for both fall and winter/spring internships. Some orientations included bus tours of the community to provide interns with knowledge of the social setting the school district serves. Cooperating teachers (CT), clinical faculty (CF), and supervisors were invited to student orientations to improve communication and mentoring in practicum experiences. In 2007-2008, cooperating teachers and clinical faculty will be required to attend Tk20.

CT/CF criteria requires a minimum of three years teaching experience (or two years with recommendation from their administrator); master's degree, or extensive in-service training, along with current certification (or licensure) in the candidate's anticipated area of licensure; and PRAXIS/Pathwise training. OPFE offered triannual PRAXIS/Pathwise training sessions for college faculty, clinical faculty, and cooperating teachers. This training fostered knowledge and understanding of PRAXIS, the four domains and nineteen criteria, which serves as the basis for our student teacher/intern final evaluation.

Content area specialists are involved in candidate final intern/student teaching assessments. Supervisors guide candidate development and promote the demonstration of candidate knowledge and skills. The supervision staff assisted in the design, implementation, and evaluation of practicum experiences and played an integral role in pre-service teacher development.

OPFE typically works with school sites that are within a 30-mile radius of Wright State. To accommodate students traveling from Cincinnati, Columbus, and beyond, select satellite sites were arranged. In January, OPFE requested that administrators in potential area schools recommend and identify teachers willing to host students in their classrooms. Many supervisors and CEHS faculty members assisted OPFE with public relations, placements, and problem solving. To improve the delivery of accurate information to students, the OPFE Web site was divided into separate pages for each individual licensure program, addressing the program's required practicum criteria. Applications were moved to the Tk20 site for students requesting field practicum assignments. Likewise, all OPFE forms were moved to the electronic format and are available in binders on Tk20 for students, teachers, and supervisors.

The requirements for the National Council for the Accreditation of Teacher Educators (NCATE), specific content association standards, and state standards are being assimilated on the field practicum assessments. The college's identified dispositions are infused in each practicum assessment.

continued

To provide quality service, OPFE has an ongoing triangular collection of longitudinal data on the following:

- Student perception of OPFE, supervisors, and cooperating teachers/clinical faculty
- Cooperating teacher assessment of contact with the OPFE and the supervisor
- Supervisor assessment of OPFE and the cooperating teacher.

Identified growth areas provide opportunities to improve and strengthen the office's commitment to develop superior educators.

Tk20 now houses Phase I, Phase II, and Phase III packets. All practica and clinical forms reflect the PRAXIS domains and conceptual framework strands, and identify Specialized Professional Association (SPA) guidelines. Supervisors are responsible for submitting all end-of-term practicum assessments and student teaching internship forms electronically.

Partnerships

College partnerships with public schools continued to be a positive outreach endeavor. These partnerships were strengthened through improved communications, involvement of all CEHS departments, increased participation, and diversity in partnership renewal projects. Currently, CEHS has official partnerships with eight public school districts. A goal for 2006–2007 centered on placing more CEHS students within partnerships for their field experiences. Over 80 percent of students placed during the 2006–2007 academic year occurred in partner districts. Faculty activity within partnerships increased during this academic year, with many new site liaisons serving partner schools.

A second goal was to increase the placement of teacher candidates in partner schools to 85 percent, with the objective being simultaneous renewal of teacher candidates, clinical faculty, and university faculty who serve as site liaisons.

Network Steering Committee Meetings were redesigned to have partner districts share programs and endeavors that are making a positive impact on teaching and learning. Feedback from those who attended was very positive.

Two initiatives are being encouraged by OPFE for the 2007–2008 academic year. Fairborn City and Sugarcreek Local school districts are going to pilot the Cooperating Teacher as Supervisor Program in the yearlong intern placement. The second initiative is to encourage clinical faculty and interns to utilize the co-teaching model in their classroom.

The following partnership committees met in 2006–2007:

- CEHS Partnership Committee
- Dayton Steering Committee
- Fairborn Steering Committee
- Milton-Union Steering Committee
- Reading Steering Committee
- Sugarcreek Steering Committee
- Trotwood-Madison Steering Committee
- Troy Steering Committee
- West Carrollton Steering Committee
- Partnership Network Steering Committee
- Building Advisory committees

Faculty/Staff Highlights

Donna Cole (Professor and Director)

Conducted six student teaching/cooperating teacher orientations, led MC/AYA/MA orientations and co-led ECE Phase II student teaching orientations.

Served as continuing NNER associate.

Served as Ohio Confederation of Teacher Education Organizations (OCTEO) trustee.

Attended and presented at: 2006 NNER conference (also served on the planning committee), 2006 and 2007 OCTEO conferences, and 2007 ATE Conference & National Field Directors Forum.

Authored the OPFE annual report information.

Member of the following: Ohio Forum of Field Directors, Richard Allen Schools Education Committee, Dayton, OH, and Children's Academy Board, Springfield, OH.

Served as a member of the following TED committees: Middle Childhood, Adolescent/Young Adult, Promotion and Tenure, Professional Development, and Diversity.

Served as a member of the following college committees: Unit Assessment, Dean's Cabinet, and Partnership Steering.

Served as a member of the university Teacher Education Council.

Ron McDermott (Partnership Coordinator)

Taught ED 210, Education in a Democracy.

Co-presented at the following national conferences: NNER, ATE, and PDS.

continued

Served on the following committees: Unit Assessment, Early Childhood Education, and Area College OPFE.

Co-conducted field experience orientations for all licensure programs, site liaisons, and supervisors.

Organized Sugarcreek workshop on English as a Second Language for Dr. Haught.

Co-presented on WOE Day for the Sugarcreek Local School District faculty on partnerships and the Wright State programs of study.

Visited and evaluated several schools as possible placement sites.

Served as a supervisor for teacher candidates at Stivers, Orville Wright, and Mary, Help of Christians Schools.

Keynote speaker at Fairborn City Schools Top Scholar Awards Program.

Served on the Wright State University School of Medicine Weekend Intervention Program Board of Directors.

Teri Stebbins (Office Assistant II)

Arranged travel and prepared travel authorizations.

Organized the supervisors meetings for fall 2006, winter 2007, and spring 2007, and prepared minutes.

Prepared Field Placement Map for fall 2006, winter 2007, and spring 2007.

Attended the Early Childhood Education meetings and orientations during fall 2006, winter 2007, and spring 2007.

Provided administrative support for preparation of the partnership galas.

Coordinated the preparation of the annual report.

Provided administrative support for placements.

Completed educational coursework (EDL 304 and SOC 320) toward obtaining Organizational Leadership Program degree. Anticipated graduation winter 2008.

Mary Jane Walling (Administrative Coordinator)

Conducted one student teaching sign-up session.

Conducted/co-conducted ten Phase I orientation sessions.

Conducted one practicum orientation session for Music Education Program students.

Conducted three Checkpoint I orientation sessions for HPR major students.

Attended/assisted three ECE Phase II/ST/CT orientations and three traditional ST/CT orientations.

Attended/assisted five Graduate Licensure Program orientation sessions.

Communicated all field practicum requests for confirmation.

Instituted one practicum application across programs, and moved the process forward to Tk20.

Coordinated/communicated necessary Web site revisions.

Partnership School Liaisons

School	Site Liaison
Baker Middle School	Catherine Keener
Bellbrook Junior High and High School	Judy Jagger-Mescher
Belmont High School	Doris Johnson
C. F. Holliday Elementary School	Jim Dunne
Charity Adams Earley Academy for Girls	Kathy Adams
Fairborn High School	Steve Graham
Fairborn Intermediate School	Tracey Kramer
Fairborn Primary School	Deborah Hess
Fairview Elementary School	Ken Schatmeyer
Fairview Middle School	Ernie Flamm
Frank Nicholas Elementary School	Joyce Rains
Harold Schnell Elementary School	Gary Alexander
Harry Russell Elementary School	Joyce Rains
Meadowdale Elementary School	Linda Loy
Milton-Union Schools	Bob Luby
New City School	Patricia Renick
Orville Wright Elementary School	Cindy Merchant
Reading Elementary Schools	Colleen Finegan
Reading Junior High and High School	Allen Riley
Stivers School for the Arts	Brian Boyd
Sugarcreek Elementary Schools	Jackie Collier
Trotwood-Madison Elementary Schools and High School	Mac Howard
Trotwood-Madison Middle School	Mary Ellen Bargerhuff
Troy City Schools	Richele O'Connor
West Carrollton Middle School	Linda Ramey

Field Placement Statistical Data

Individual Students Placed

Phase	Summer 2006	Fall 2006	Winter 2007	Spring 2007
Phase I	1	246	219	193
Phase II	0	70	83	57
Phase III	3	44	42	90
GLP	19	154	141	106
Total	23	514	485	446

Phase I Undergraduate Placements

Term	Students Completed	Placements Coordinated	Students Dropped/ Not Approved	Placements Moved/Changed
Summer 2006	1	1	0	0
Fall 2006	220	261	26	14
Winter 2007	191	208	28	3
Spring 2007	183	199	10	3
Total	595	669	64	20

Phase II Undergraduate Placements

Term	Students Completed	Placements Coordinated	Students Dropped/ Not Approved	Placements Moved/Changed
Summer 2006	0	0	0	0
Fall 2006	68	73	2	3
Winter 2007	81	87	2	4
Spring 2007	54	61	3	4
Total	203	221	7	11

Phase III Graduate and Undergraduate Student Teaching Placements

Term	Students Completed	Placements Coordinated	Students Dropped/ Not Approved	Placements Moved/Changed
Summer 2006	0	3	3	0
Fall 2006	41	47	3	3
Winter 2007	39	42	3	0
Spring 2007	85	96	5	1
Total	165	188	14	4

Graduate Level Licensure Placements (GLP)

Term	Students Completed	Placements Coordinated	Placements Dropped/Not Approved	Placements Moved/Changed
Summer 2006 Phase I	18	21	1	1
Fall 2006 Phase II	139	177	17	19
Fall 2006 Student Teaching	6	10	1	3
Winter 2007 Phase II	139	159	3	16
Spring 2007 Student Teaching	104	106	2	0
Total	406	473	24	39

Miscellaneous EDS Assignments*

Summer 2006	Fall 2006	Winter 2007	Spring 2007
0	19	10	5

* Arranged as needed, occurring in courses where teacher candidates may not be working in a classroom, or when candidates need assistance in coordinating an in-classroom educational experience.

2006–2007 Placement Data

Phase	Placements Coordinated	Students Dropped/Not Approved	Placements Moved	Number of Students Completed
Phase I	669	64	20	595
Phase II	221	7	11	203
Phase III	188	14	4	165
GLP (Summer)	18	21	1	1
GLP (Phase II)	159	20	35	278
GLP (Stu. Teaching)	116	3	3	110
Total	1,371	129	74	1,352

Building to Supervisor Ratio

Term	Full-Time Faculty	Part-Time Adjunct Faculty	Total Supervisors	% Full-Time Faculty	Total Buildings	Average # Buildings per Supervisor
Summer 2006	2	3	5	40%	6	1.20
Fall 2006	16	30	46	35%	121	2.63
Winter 2007	16	26	42	38%	154	3.67
Spring 2007	23	26	49	47%	145	2.96

Office of Student Services

Director Chris Murphy

Assistant Director Eric Poch

Support Staff

Autumn Coleman	Teacher Licensure Advisor
Donna Curtin	Administrative Specialist
Darla Donohue	Administrative Specialist
Linda Hockaday	Teacher Licensure Advisor
Gayle Wiley	Teacher Licensure Advisor/ Minority Recruitment Specialist

Executive Summary

The Office of Student Services (SS) continued to focus on its mission to serve the faculty and students in the college and university community. In the tradition of the student affairs profession, the office strived to complement and support the work of the faculty and the academic programs of the college.

Notable events during 2006–2007 include:

- The office continued to focus on process improvement and providing excellent customer services. Collected 726 comment cards, which measured student satisfaction at the time of service. The data tabulated for 2006 indicated a high degree of satisfaction with advising services and support for the walk-in advising model.
- Advisors had over 4,100 individual advising sessions.
- Administrative specialist Mrs. Melanie Rammel left the department to take a position with the College of Nursing and Health as a student and fiscal affairs staff associate. Mrs. Rammel is

Calendar Year 2006 Activity	Number
Advising Sessions	4,182
Academic Audits	3,214
Undergraduate Petitions	22
E-mail Inquiries	2,280
Incoming Phone Calls	18,657

pursuing a master's degree in Student Affairs in Higher Education and her new position is directly related to that field. Mrs. Darla Donohue replaced Mrs. Rammel as an administrative specialist in the office after working for the Greene County Environmental Services Agency.

Staff Highlights

Autumn Coleman (Advisor)

Attended the National Academic Advising Association 29th National Conference, Indianapolis, IN.

Attended the annual OCTEO conference.

Attended "Advising as Teaching" Webinar sponsored by National Academic Advising Association (NACADA).

Attended the Ohio Integrated Systems Model for Academic and Behavior Supports (OISM) Seminar.

Taught UVC 101 to a learning community of education majors.

Participated in a panel discussion for UVC 101 education majors.

Worked collaboratively with Colleen Finegan and other faculty and staff members on the Links to Leadership Program Grant.

Served on the University Undergraduate Advising Council.

Attended Wright from the Start.

Presented the Student Orientation and Registration (SOAR) sessions to incoming students and their parents. Presented orientations on teacher licensure applications for Early Childhood Education, Adolescent to Young Adult, Multi-Age, and Intervention Specialist program students. Presented the University College orientation presentations.

Donna Curtin (Administrative Specialist)

Provided administrative support for the director and supervised four student assistants.

Coordinated the "moving-in" process for all new undergraduate admits. Collected application materials and coordinated the interview process for students applying for the graduate level teaching preparation master's program.

continued

Attended the following workshops and training sessions: SOCHE conference for university staff members, Clemson University Annual Women's Conference, and two USAC/CSAC Staff Development Days.

Served on the Wright State Wellness and Recreation Committee as the campus coordinator for the Weight Watchers at Work Program.

Retired effective May 31, 2007 after nearly 30 years of service to Wright State.

Darla Donohue (Administrative Specialist)

Provided administrative support for the assistant director and three licensure advisors.

Processed teaching licensures for submission to the Ohio Department of Education.

Processed a variety of forms connected with student "moving through" and "moving on" activities, including working with Phase I applications, course clearances, graduation applications, senior checks, and student teaching applications.

Linda Hockaday (Advisor)

Served as the counselor for the Lambda Phi Chapter of the Kappa Delta Pi International Honorary Society in Education, the student liaison for the Undergraduate Student Affairs Committee, the CEHS liaison for the Wright on Track Program, a member of the university Unclassified Staff Advisory Council (USAC), president of Ohio Academic Advising Association (OHAAA), and a member of the Ohio Transfer Council (OTC) Education Planning Committee.

Represented CEHS at the Summer On-Campus Advising and Registration (SOAR) programs and the Ohio State University Education and Volunteer Fair.

Participated in the Wright From the Start Program (November 2006), the Transfer Students Focus Group (September 2006), CEHS Advising Week, the CEHS Education Fair (February 2007), the CEHS Leadership Academy, and the planning and presentation of the Middle Childhood Education Undergraduate Program orientation (October 2006).

Attended NACADA Webinar, Advising as Teaching (September 2006), Ohio First Year Summit (October 2006), NACADA Annual Conference (October 2006), Wright State Educational Records Luncheon (October 2006), NACADA Webinar "Academic Advising Syllabus" (December 2007), USAC/CSAC Staff Development Day (December 2006), OCPA/OASPA Annual Conference, (February 2007), and SOCHE 40th Anniversary/Parker Palmer Conference (March 2007).

Attended the ODE presentation focusing on licensure requirements and ongoing changes during the OCTEO Conference (April 2007).

Presented teacher licensure application procedures to several classes of students participating in student teaching, informational sessions to several UVC 101 classes for freshman, and an Early Childhood Program orientation.

Presented at the NACADA Region V Conference in Milwaukee, WI (March 2007).

Created the Procedural Handbook for the administrative specialist who primarily manages the "moving through" process, the Organizational Leadership Student Handbook, and two Podcasts.

Chris Murphy (Director)

Served on the Board of Trustees for the Ohio Association of Colleges of Teacher Education (OCTEO).

Served on the following committees: Technology, Diversity, Graduate Studies (liaison), Partnership, Unit Assessment, and Dean's Cabinet.

Served as the college's data manager during search for that position.

Administered the Graduate Tuition Scholarship and Alumni Scholarship programs.

Eric Poch (Assistant Director and Advisor)

Attended the NACADA national conference in Indianapolis, IN, and the NACADA Webinar, Advising as Teaching (September 2006). Also attended USAC/CSAC Staff Development Day (December 2006).

Attended ODE presentations focusing on licensure requirements and ongoing changes at the spring and fall OCTEO Conferences.

Served as lead contact person for the college for the Degree Audit Reporting System (DARS) as undergraduate programs in MCE, ECE, OL, RHB, HPR, ATR went through curriculum revisions.

Presented teacher licensure application procedures to Early Childhood and Middle Childhood licensure candidates, and presented Summer On-Campus Advising And Registration (SOAR) presentations to incoming students and their parents.

Participated in the CEHS Leadership Academy and the planning and presentation of the Middle Childhood Education Undergraduate Program Orientation (October 2006).

Attended and coordinated the CEHS role in Wright From The Start undergraduate admissions high school student recruitment events.

continued

Coordinated Undergraduate Admissions' Green & Gold Academic Day, a high school student recruitment event, for the college.

Served on the Undergraduate Recruitment Committee as CEHS representative and also served on the Undergraduate Academic Advising Council.

Gayle Wiley (Advisor and Minority Recruitment Specialist)

Served as advisor for the African American Teachers Association and served on the college Diversity Committee.

Co-hosted the Dean's Diversity Forums for CEHS students.

Presented orientations on teacher licensure applications for licensure students nearing completion of their programs. Presented Summer On-Campus Advising and Registration (SOAR) sessions to incoming students and their parents.

Attended NACADA national conference in Indianapolis, IN, and the NACADA Webinar, Advising As Teaching.

Attended ODE presentations focusing on licensure requirements and ongoing changes at the spring and fall OCTEO Conferences.

Provided information about CEHS majors to prospective students at Wright State Wright From the Start open houses and also during Welcome Week at the Office of Student Services' table.

Provided coordination for CEHS graduates for the November 2006 commencement ceremony.

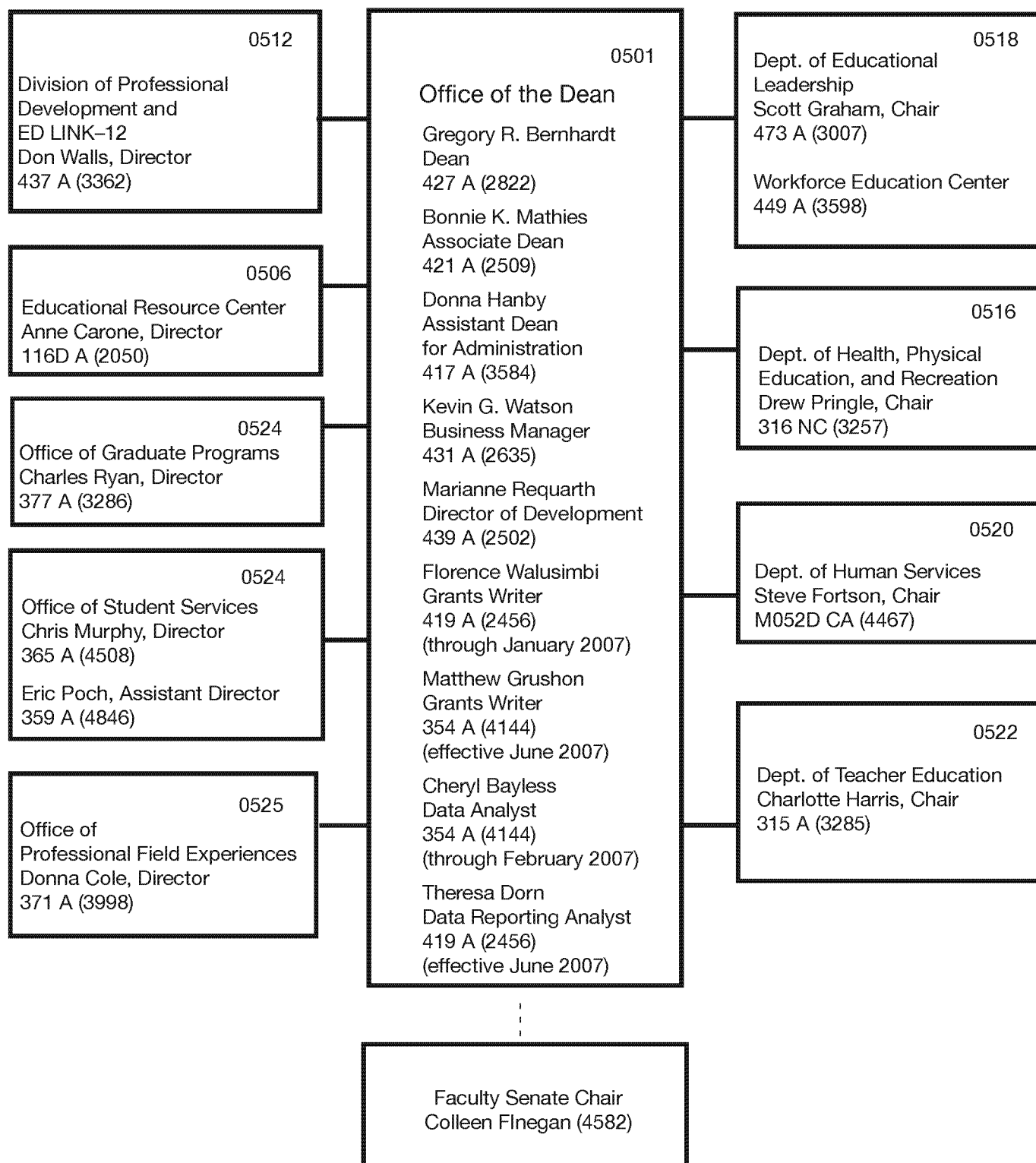
Participated in professional development seminars during USAC/CSAC Staff Development Days; teleconference on Shattering Barriers: Transforming the College Experience for Students of Color; and numerous Banner, DARS, COGNOS, and Tk20 training sessions.

Assisted in the development and implementation of Links to Leadership grant designed to facilitate more minority students into teaching.

WRIGHT STATE UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN SERVICES

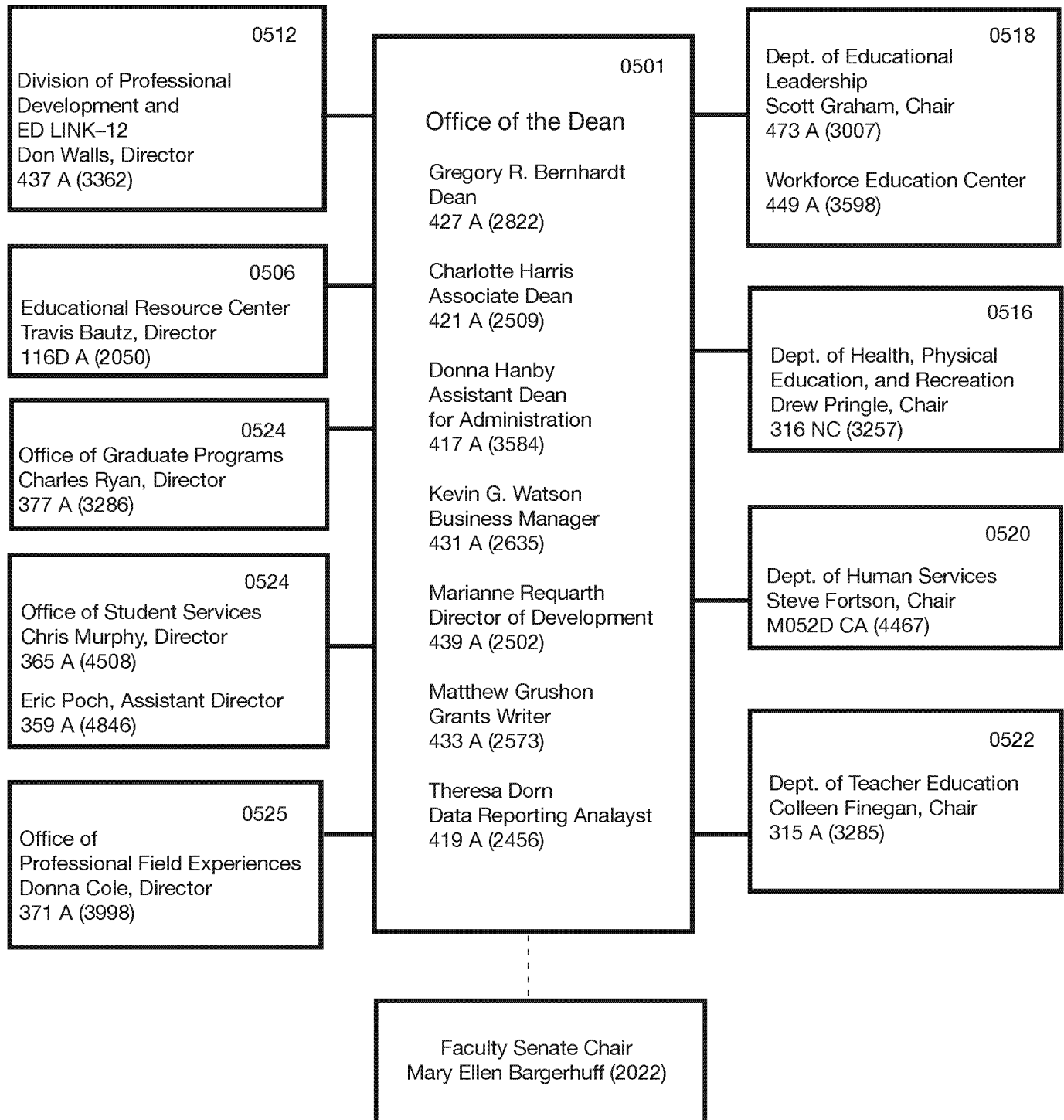
Organization 2006–2007



WRIGHT STATE UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN SERVICES

Organization 2007–2008



a = 1/2 time appointment
b = 1/3 time appointment
d = 2/3 time appointment
e = Part-time
f = 1/6 time appointment

COLLEGE OF EDUCATION AND HUMAN SERVICES

DEPARTMENTAL LISTING

Academic Year 2006–2007

C = Classified Staff
ES = External Support
F = Faculty
U = Unclassified

OFFICE OF THE DEAN (DO)

CEHS Reception Area	Ext.	Room #
(C) Kauppila, Linda (Support Staff)	2821	404A
(F) Bernhardt, Greg, Dean	2822	427 A
(F) Mathies, Bonnie, Assoc. Dean	2509	421 A
(F) Hanby, Donna, Asst. Dean for Administration	3584	417 A
(U) Bayless, Cheryl, Data Mgr.	4144	354 A
(C) Dorn, Theresa (Support Staff)	2041	415 A
(C) Gilmore, Joyce (Support Staff)	2029	415 A
(C) Henry, Mary Jean (Support Staff)	2822	415 A
(U) Requarth, Marianne, Dir. Dev.	3694	143 HS
(U) Rutter, Ed	3168	124 O
(U) Walusimbi, Florence, Grants Wtr.	2456	419 A
(U) Watson, Kevin, Business Mgr.	2635/3252	431 A

Praxis III

(U) Barnhart, Michael	2447	442 A
(ES) Neely, Semmie	2400	415 A
(ES) Knight, Jane	2780	490 A

Tech Support

(U) Knapp, Kevin	2449	251 A
(U) Smith, Jonathan	4964	251 A

DEPT. OF EDUCATIONAL LEADERSHIP (EDL)

	Ext.	Room #
(F) Graham, Scott, Chair	3007	473 A
(F) Adams, Kathy	3282	453 A
(F) Bennett, Frieda	2884	445 A
(F) Berg, Susan	4148	439 A
(F) Carlsen, Roger	3283	459 A
(U) Cahill, Diana	2518	490 A
(F) Davis, Stephanie	2880	449 A
(F) Diamantes, Thomas	3008	479 A
(F) Franco, Suzanne	3673	466 A
(F) Garner, Rochelle	2040	443 A
(F) Graham, Glenn	3261	465 A
(F) Hambright, Grant	3281	477 A
(C) Jackson, Sarah (Support Staff)	3006	490 A
(F) Lindsey, Jill	3298	463 A
(F) Mathies, Bonnie	2509	421 A
(F) Rafferty, Timothy	3097	461 A
(F) Risacher, Joanne (e)	2680	444 A
(F) Roby, Douglas	3280	475 A
(F) Ryan, Charles	3286	377 A
(F) Veres, Maggie	3277	451 A
Teacher Leader	3278 or 1-800-320-7455	
Workforce Education	3598/4506	

DEPT. OF HEALTH, PHYS. ED. & RECREATION (HPR)

	Ext.	Room #
(F) Pringle, Drew, Chair	3223	321 NC
(F) Bower, Rebekah (a)	3259	303 NC
(C) Cwirka, Barb (Support Staff)	4735	318 NC
(F) Gayle, G. William	2615	308 NC
(F) Hoffman, B.A.	4078	322 NC
(F) Jagger-Mescher, Judy	4080	317 NC
(F) Langlois, Marietta	4023	311 NC
(F) Lorson, Kevin	3258	324 NC
(F) Ortiz, Tony (a)	3827	303 NC
(C) Welles, Peggy (Support Staff)	3222	319 NC
(F) Wetzel, Richard	3879	323 NC
(F) Wonders, Karen	2637	301 NC

DEPARTMENT OF HUMAN SERVICES (HS)

	Ext.	Ext. Room #
(F) Fortson, Steve, Chair	4467	M052D CA
(F) Bernhardt, Gregory	2822	427 A
(C) Cox, Joyce (Support Staff)	2075	M052 CA
(F) Dunaway, Barbara	4166	M086 CA
(F) Daugherty, Greta	2075	M062 CA
(F) Frey, Diane	2077	M072 CA
(F) Henderson, Phyllis	2584	M058 CA
(F) Jones, Mary Ann	3287	M078 CA
(F) Keferl, Joseph	2076	M080 CA
(F) La Forge, Jan	2150	M084 CA
(C) Pickett, Marilyn (Support Staff)	4207	M052 CA
(F) Self, Eileen	3290	M074 CA
(F) Tromski-Klingshirm, Donna	3288	M068 CA
(F) Wagner Williams, Carol	3270	M095B CA
(F) Wantz, Richard	3481	M097 CA

DEPARTMENT OF TEACHER EDUCATION (TED)

	Ext.	Room #
(F) Harris, Charlotte, Chair	3285	315 A
(F) Bargerhuff, Mary Ellen	2022	313 A
(F) Basista, Beth (f)	2954	259 F
(F) Boyd, Brian (d)	3275	331 A
(F) Cole, Donna	3998	371 A
(F) Collier, Jackie	2974	341 A
(C) Copper, Ally (Support Staff)	2164	310 A
(F) Dona, Elfe (b)	2600	325 M
(F) Dunne, James	3913	327 A
(F) Finegan, Colleen	4582	323 A
(C) Friend, Lena (Support Staff)	2332	310 A
(F) Hanby, Donna	3584	417 A
(F) Haught, John (b)	2053	484 M
(F) Helms, Ron	3276	321 A
(F) Hess, Deborah	2024	347 A
(F) Ingraham, Phoebe	2764	326 A
(F) Jackson, Cynthia	3065	330 A
(F) Johnson, Angela (b)	2194	470 M
(F) Johnson, Doris	2994	337 A
(F) Jung, Burga	3951	349 A
(F) Keener, Catherine	2965	353 A
(F) Kenyon, Lisa (b)	2435	219 BH
(F) Koenig, Kathleen (f)	3139	265 F
(F) Kramer, Tracey	2995	343 A
(F) Lamping, Sally (b)	3136	470 M
(F) Loy, Linda	2678	320 A
(F) Mathews, Susann (f)	3187	230 M&M
(F) McIlvenna, Noeleen (e)	3872	358 M
(F) Merchant, Cindy	2963	333 A
(F) Montague, Benjamin (b)	4116	226A CA
(F) Mosier, William	3274	339 A
(F) O'Connor, Richele	3266	329 A
(F) Patel, Nimisha	4474	340 A
(F) Ramey Linda	3231	345 A
(F) Reed, Michelle (b)	2701	238 M&M
(F) Renick, Patricia	2679	325 A
(F) Schatmeyer, Ken	4471	351 A
(F) Scott, Gail	3272	342 A
(F) Slattery, William (b)	3441	319 F
(C) Stevens, Jackie (Support Staff)	4472	310 A
(F) Teed, Rebecca (f)	3446	135A A
(F) Tomlin, James (d)	4951	311 A

DIVISION OF PROFESSIONAL DEVELOPMENT (DPD)

	<u>Ext.</u>	<u>Room #</u>
(U) Walls, Don, Director	3362	437 A
(C) Bevan, Sue (Support Staff)	2204	415 A
(C) Luckner, Lori (Support Staff)	2305	415 A
(U) Wotherspoon, Paul (e)	2573	433 A

EDUCATIONAL RESOURCE CENTER (ERC)

	<u>Ext.</u>	<u>Room #</u>
(U) Carone, Anne, Director	2050	116D A
(C) Styers, Elizabeth (Support Staff)	3271	116C A
Instructional Materials Center	2878	116 A
Media Production Lab	2883	116B A

OFFICE OF GRADUATE PROGRAMS (GP)

	<u>Ext.</u>	<u>Room #</u>
(F) Ryan, Charles, Director	3286	377 A
Graduate Assistant	3293	378 A

OFFICE OF PROFESSIONAL FIELD EXPERIENCES (OPFE)

Main Office	2107	
	<u>Ext.</u>	<u>Room #</u>
(F) Cole, Donna, Director	3998	371 A
(U) McDermott, Ron	4966	375 A
(C) Stebbins, Teri (Support Staff)	4942	378 A
(U) Walling, Mary Jane	3999	373 A

OFFICE OF STUDENT SERVICES (SS)

	<u>Ext.</u>	<u>Room #</u>
(U) Murphy, Chris, Director	4508	365 A
(U) Poch, Eric, Asst. Dir.	4846	359 A
(C) Curtin, Donna (Support Staff)	3088	378 A
(U) Coleman, Autumn	3268	356 A
(U) Hockaday, Linda	3267	359 A
(U) Wiley, Gayle	2043	355 A

LAKE CAMPUS

	<u>Ext.</u>
Brewer, Judy	8323
Bryan, Paula	8352
Keen, Virginia	8395
McNutt, Mindy	8321
Muhlenkamp, Liane	8316
Rosengarten, Ken	8315
Showman, Sharon	8305
Steinbrunner, Lucy	8328

MAIL ROOM LOCATIONS

448 Allyn	DO, DPD, EDL
348 Allyn	TED, SS, GP, OPFE
116 Allyn	ERC
316 Nutter Center	HPR
M052B CA	HS

CEHS CONFERENCE ROOMS

404 Allyn (fourth floor reception area conference room, seats 16, schedule through Linda Kauppila, 2821)
 382 Allyn (seats 12, schedule through Linda Kauppila, 2821)
 116 Allyn ERC (seats 12, schedule through Linda Kauppila, 2821)
 320 A Nutter Center (seats 10–15, schedule through Peggy Welles, 3222)
 M054 CA (seats 10, schedule through Joyce Cox, 2075)

SEMINAR ROOM

384 Allyn (seats 12, schedule through Linda Kauppila, 2821)

STUDENT TECHNOLOGY ASSISTANCE ENTER (STAC)

240 Paul Laurence Dunbar Library, 2656

WRIGHT CHARTER COLLEGE

775-2997

CEHS STUDENT GOVERNMENT REP

Drew Statt, 5508

Office	Fax Number
Dean's Office	4855
DPD	4855
EDL	2405
ERC	2059
HPR	4252
HS	2042
SS	2099
TED	3308

Personnel	Number
(C) Classified	17
(F) Faculty	80
(U) Unclassified	19
TOTAL	116

2006–2007

Faculty/Staff Information

Action	Name	Title	Office
Appointments	Theresa Dorn	Data Reporting Analyst	DO
Faculty Promotion and Tenure	James Dunne	Associate Prof. w/Tenure Effective Fall 2007	TED
	Joseph Keferl	Associate Prof. w/Tenure Effective Fall 2007	HS
	Susann Mathews	Professor Effective Fall 2007	TED/COSM
	Kenneth Schatmeyer	Associate Prof. w/Tenure Effective Fall 2007	TED
	James Tomlin	Professor Effective Fall 2007	TED
	Donna Tromski-Klingshirn	Associate Prof. w/Tenure Effective Fall 2007	HS
	Rick Wantz	Professor Effective Fall 2007	HS
New Faculty/Staff	Cheryl Bayless	Data Analyst	DO
	Susan Berg	Assistant Professor	EDL
	Brian Boyd	Assistant Professor	TED
	Elfe Dona	Assistant Professor	TED/COLA
	Darla Donohue	Admin. Specialist	SS
	Barbara Dunaway	Instructor	HS
	Suzanne Franco	Assistant Professor	EDL
	Matthew Grushon	Grants Writer	DO
	Brett Hoffman	Lecturer	HPR
	Cynthia Jackson	Assistant Professor	TED
	Judy Jagger-Mescher	Lecturer	HPR
	Catherine Keener	Assistant Professor	TED
	Sally Lamping	Assistant Professor	TED/COLA
	Kevin Lorson	Assistant Professor	HPR
	Linda Loy	Assistant Professor	TED
	Ron McDermott	Partnership Coordinator	OPFE
	Nimisha Patel	Assistant Professor	TED
	Gail Scott	Lecturer	TED
	Rebecca Teed	Assistant Professor	TED/COSM
	Richard Wetzel	Visiting Lecturer	HPR
	Karen Wonders	Assistant Professor	HPR
Separations	Cheryl Bayless	Data Analyst	DO
	Anne Carone	Director	ERC
	Donna Curtin	Administrative Specialist	SS
	Linda Loy	Assistant Professor	TED
	Cindy Merchant	Lecturer	TED
	Florence Walusimbi	Grants Writer	DO
	Richard Wetzel	Lecturer	HPR

2006–2007

Committee Membership

STANDING COMMITTEES	MEMBER/TITLE	AFFILIATION
Curriculum and Academic Policies	Carol Wagner Williams (Chair)	HS
	Stephanie Davis	EDL
	Tony Ortiz	HPR
	Jackie Collier (Chair-Elect)	TED
	Frieda Bennett	At-Large
	Bonnie Mathies (Ex-Officio)	DO
Diversity Committee	Patricia Renick (Chair)	TED
	Mary Ann Jones (Past Chair)	HS
	Rochelle Garner	EDL
	Tony Ortiz	HPR
	Mary Ellen Bargerhuff	At-Large
	Donna Hanby (Ex-Officio)	DO
Faculty Affairs	Grant Hambright (Co-Chair)	EDL
	Donna Tromski-Klingshirn (Co-Chair)	HS
	Ken Schatmeyer	TED
	Drew Pringle	HPR
	Rochelle Garner	At-Large
Faculty Senate	Colleen Finegan (Chair)	TED
	Charles Ryan (Past Chair)	GP/EDL
	Mary Ellen Bargerhuff (Chair-Elect)	TED
	Jill Lindsey	EDL
	Patricia Renick	TED
	Jan La Forge	HS
	Marietta Langlois	HPR
	Timothy Rafferty	At-Large
Graduate Studies	Grant Hambright (Chair)	EDL
	Timothy Rafferty (Past Chair)	EDL
	Jim Dunne	TED
	Eileen Self	HS
	Willie Gayle	HPR
	Scott Graham	At-Large
	Bonnie Mathies (Ex-Officio)	DO
	Charles Ryan (Ex-Officio)	GP/EDL
Local Professional Development	Kathy Adams (Chair)	EDL
	Phyllis Henderson (Past Chair)	HS
	Cathy Keener	TED
	Kevin Lorson	HPR
	Donna Hanby (Ex-Officio)	DO
	Donna Cole (Ex-Officio)	OPFE/TED
	Don Walls (Ex-Officio)	DPD

STANDING COMMITTEES		
Nominations and Elections	Tom Diamantes (Chair)	At-Large
	Jim Tomlin (Past Chair)	TED
	Frieda Bennett	EDL
	Mary Ann Jones	HS
Promotion and Tenure	Jill Lindsey (Chair)	At-Large
	Roger Carlsen	EDL
	Patricia Renick	TED
	Jan La Forge	HS
	William Gayle	HPR
	Drew Pringle	At-Large
	Phyllis Henderson	At-Large
	Greg Bernhardt (Ex-Officio)	DO
	Colleen Finegan	Rep to Univ. Com.
Technology	Rick Wantz (Chair)	HS
	Maggie Veres (Past Chair)	EDL
	Doris Johnson	TED
	Becky Bower	HPR
	Roger Carlsen	At-Large
	Bonnie Mathies (Ex-Officio)	DO
Undergraduate Student Affairs	Deborah Hess (Chair)	TED
	Scott Graham (Past Chair)	EDL
	Joe Keferl	HS
	Karen Wonders	HPR
	Rochelle Garner	At-Large

OTHER COMMITTEES	MEMBERSHIP	AFFILIATION
Communications	Donna Hanby (Chair)	DO
	Donna Cole	OPFE
	Mary Jean Henry	DO
	Kevin Knapp	DO
	Jonathan Smith	DO
	Bonnie Mathies	DO
	Chris Murphy	SS
	Marianne Requarth	DO
	Charles Ryan	GP
	Don Walls	DPD
Doctoral Planning	Chuck Ryan (Co-Chair)	GP
	Greg Bernhardt (Co-Chair)	Dean
	Glenn Graham	EDL
	Roger Carlsen	EDL
	Jill Lindsey	EDL
	Colleen Finegan	TED
	James Tomlin	TED
	Diane Frey	HS
	Donna Tromski-Klingshirn	HS
Partnership	Kathy Adams	EDL
	Gary Alexander	Field Supervisor
	Mary Ellen Bargerhuff	TED
	Greg Bernhardt	DO
	Angela Beumer-Johnson	TED
	Becky Bower	HPR
	Brian Boyd	TED
	Millie Chamberlin	Field Supervisor
	Lynda Cohen	Field Supervisor
	Donna Cole	OPFE
	Jackie Collier	TED
	James Dunne	TED
	Colleen Finegan	TED
	Ernie Flamm	Field Supervisor
	Scott Graham	EDL
	Steve Graham	Field Supervisor
	Donna Hanby	DO
	Charlotte Harris	TED
	Phyllis Henderson	HS
	Debbie Hess	TED
	Mac Howard	Field Supervisor
	Judy Jagger-Mascher	HPR
	Doris Johnson	TED
	Cathy Keener	TED
	Tracey Kramer	TED
	Linda Loy	TED
	Bob Luby	Field Supervisor
	Bonnie Mathies	DO
	Ron McDermott	OPFE

	Cindy Merchant	TED
	Will Mosier	TED
	Chris Murphy	SS
	Richele O'Connor	TED
	Tony Ortiz	HPR
	Joyce Rains	Field Supervisor
	Linda Ramey	TED
	Patricia Renick	TED
	Al Riley	Field Supervisor
	Eileen Self	HS
	Ken Schatmeyer	TED
	Meghan Smith	Field Supervisor
	Jim Tomlin	TED
	Don Walls	DPD
	Dick Wiggins	Field Supervisor
Teacher Education Council	Donna Hanby (Coordinator)	DO
	Greg Bernhardt (Co-Chair)	DO
	Michele Wheatly (Co-Chair)	COSM
	Charles Taylor (Co-Chair)	COLA
	David Hopkins	WSU President
	Steven Angle	WSU Provost
	Lillie Howard	WSU Vice President
	Bonnie Mathies	DO
	Marianne Requarth	DO
	Chris Murphy	SS
	Donna Cole	OPFE
	Ron McDermott	OPFE
	Don Walls	DPD
	Charlotte Harris	TED
	Mary Ellen Bargerhuff	TED
	Deborah Hess	TED
	William Mosier	TED
	Doris Johnson	TED
	Ron Helms	TED
	Colleen Finegan	TED
	Jim Tomlin	TED
	Brian Boyd	TED
	Richele O'Connor	TED
	Judy Jagger-Mescher	HPR
	Paula Bryan	Lake Campus
	Ken Rosengarten	Lake Campus
	Andrew Statt	Student Government
	Lauren Metzger	CEHS UG Student
	Allen Burton	COSM
	Joanne Dombrowski	COSM
	David Goldstein	COSM
	Lok Lew Yan Voon	COSM
	Kenneth Turnbull	COSM
	Dan Voss	COSM/CEHS
	Ed Rutter	COSM/CEHS
	Beth Basista	COSM/TED
	Daniel Bombick	COSM
	David Dominic	COSM

	Ann Farrell	COSM
	Lisa Kenyon	COSM/TED
	Kathy Koenig	COSM/TED
	Susann Mathews	COSM/TED
	Bill Slattery	COSM/TED
	Rebecca Teed	COSM/TED
	Suzanne Lunsford	COSM
	Michelle Reed	COSM/TED
	Sharon Nelson	COLA
	Elfe Dona	COLA
	Carol Engelhardt Herringer	COLA
	Herbert Dregella	COLA
	Henry Limouze	COLA
	David Garrison	COLA
	Richard Bullock	COLA
	Jim Tipps	COLA
	Nancy Mack	COLA
	Benjamin Montague	COLA/TED
	Angela Beumer-Johnson	COLA/TED
	John Haught	COLA/TED
	Sally Lamping	COLA/TED
	Noeleen McIlvenna	COLA/TED
	Marjorie McLellan	COLA
	Connie Steele	Com. & Mktg.
	Ann Aaronson	Greene County ESC
	Stacia Smith	Clark County ESC
	Don Thompson	Montgomery County ESC
	Gary Greenburg	Think TV
	Debra Brathwaite	Dayton Public
	Rusty Clifford	West Carrollton City
	Robert Cotter	Fairborn High School
	Lowell Draffen	Trotwood-Madison
	Ed Gibbons	Fairborn City
	David Gibson	Reading Community
	Scott Inskeep	Reading Community
	Percy Mack	Dayton Public Schools
	Keith St. Pierre	Sugarcreek Schools
	Charles Birkholtz	Sugarcreek Schools
	Patty Stricker	Sugarcreek Schools
	David Scarberry	Fairborn City
	Belinda Banks	Fairborn City
	Martha Shields	Baker Jr. High
	Chris Baker	Bellbrook High School
	Jenness Sigman	Bellbrook Jr. High
	Tom Dunn	Troy City
	James Barney	Milton-Union
Unit Assessment	Donna Hanby (Chair)	DO
	Rick Wantz	HS
	Phyllis Henderson	HS
	Tony Ortiz	HPR
	Grant Hambright	EDL

	Jill Lindsey	EDL
	Jackie Collier	TED
	Jim Tomlin	TED
	Mary Ellen Bargerhuff	TED
	Tracey Kramer	TED
	Kevin Lorson	HPR
	Chris Murphy	SS
	Donna Cole	OPFE
	Ron McDermott	OPFE
	Kevin Knapp	DO
	Bonnie Mathies	DO
	Ed Rutter	DO
	Carol Englhardt Herringer	COLA
	Jim Tipps	COLA
	Sharon Nelson	COLA
	Kitt Lurie	BPRA
	Teresa Peters	CaTS
	Chuck Birkholtz	Sugarcreek Local
	Stacia Smith	Dayton Public
	Anne Aaronson	Greene County ESC

UNIVERSITY FACULTY SENATE COMMITTEES	MEMBER	DEPARTMENT
Faculty Senate Standing Committees		
Faculty Senate Executive	Ken Schatmeyer	TED
Faculty Senate	Eileen Self	HS
Faculty Budget Priority	Colleen Finegan	TED
Non-Bargaining Unit Faculty Affairs	Maggie Veres	EDL
Undergraduate Curriculum & Academic Policy (UCAP)	Carol Wagner Williams	HS
Writing Across the Curriculum	Ken Schatmeyer	TED
UCAP Undergraduate Academic Program Review	Steve Fortson	HS
Student Petitions	Deborah Hess	TED
Buildings and Grounds	Richele O'Connor	TED
Information Technology	Donna Hanby	DO
Student Affairs	Doris Johnson	TED
Other Senate Committees and Appointments		
Commencement	Ron Helms	TED
	Donna Tromski-Klingshirn	HS
Course Materials	Burga Jung	TED
Honors	Carol Wagner Williams	HS
Parking Services & Traffic Appeals	Mary Ellen Bargerhuff	TED
Tenure Removal	Colleen Finegan	TED
	Charles Ryan (Alt.)	GP
UG Academic Program Review	Donna Hanby	DO
Administrative Advisory Committees		
Academic Integrity Hearing Panel	Jill Lindsey	EDL
Judicial Review Panel	Richard Wantz	HS
Councils		
Athletics Council	Donna Tromski-Klingshirn	HS
	Stephen Fortson (Faculty Rep.)	HS
Graduate Council	Greg Bernhardt	DO
	Bonnie Mathies (Alternate)	DO
	Charles Ryan	GP/EDL
	Tim Rafferty	EDL
	Rick Wantz	HS
Graduate Council Policies	Charles Ryan	GP
Graduate Council Student Affairs	Eileen Self	HS
Research Council	Marietta Langlois	HPR
Other Committees		
Promotion and Tenure	Greg Bernhardt	DO
	Colleen Finegan	TED
Academic Assessment	Donna Hanby	DO

CEHS Awards of Excellence

Academic Year	Outstanding Faculty Member	Teaching	Service	Scholarship	Support Staff Service	External Service
2005-2006	Ronald Helms	G. William Gayle		Doris Johnson	Brian Yontz	Rachel Murdock
2004-2005		Kathy Adams	Grant Hambright	Mary Ellen Bargerhuff	Melanie Rammel	
2003-2004	Jill Lindsey	Steve Frederick	Scott Graham	Ronald Helms	Martha Sonner	Marjorie McLellan
2002-2003	Colleen Finegan Jan La Forge	Jan La Forge	Rick Wantz		Mary Jean Henry	Chris Roberts
2001-2002	Patricia Renick	Jill Lindsey-North	Eileen Self		Mary Jane Walling	Shelly Shafer
2000-2001	James Tomlin	Richele O'Connor Tim Rafferty	Colleen Finegan	Ronald Helms	Janet Frederick Eric Poch Linda Dunbar	Billie Harris Deborah Roshto
1999-2000		Valerie Doll	Jill Lindsey-North		Frances Cooper Theresa Hines	Ed Gibbons
1998-1999	Steve Hansell	Timothy Kerlin	Eileen Self	Ronald Helms	Leah Ricketts	Ron McDermott Kriss Haren
1997-1998	Glenn Graham	Phillis Henderson	Patrick Taricone	Drew Pringle	Anne Carone	Linda Waldron
1996-1997	Patricia Kleine	Colleen Finegan-Stoll James Tomlin	Ronald Helms Stephen Fortson	Drew Pringle Linda Ramey-Gassert		Helen Abrahamovitz
1995-1996	James Uphoff	Steve Hansell Phyllis Henderson	Mary Ann Jones Eileen Self	Diane Frey Charles Ryan	Marilyn Pickett	Bernadine Parks Norma Gaston Timothy Ilg
1994-1995	Donna Cole	Carol Wagner Williams	Steve Hansell Phyllis Henderson Jan La Forge	Patrick Taricone Richard Wantz		Connie Thiel Mindy Young
1993-1994	Phyllis Henderson Tyrone Payne	Patricia Renick	Pricilla Bolds Charles Leonard		Vicki Miller Chris Murphy	
1992-1993	Dixie Barnhart Donna Courtney Patricia Kleine	Larry Chance	Marilyn Adkins June Kisch Susan Morrison			Ron McDermott
1991-1992	Alyce Earl Jenkins Will McCarther Phillip Messner	Michael Williams	Dixie Barnhart Donna Cole Mary Ellen Hoefler Lewis Shupe	Larry Isaacs William Gordon		
1988-1989		Pamela Cramer	Carl Benner	Jan La Forge		Lorna Dawes
1987-1988		Larry Chance Robert Clark Doris Dittmar Patricia Gilbert Glenn Graham Eileen Self				

Academic Year	Outstanding Faculty Member	Teaching	Service	Scholarship	Support Staff Service	External Service
1986–1987	<i>Marlene Bireley</i>	<i>Gregory Bernhardt Joseph Emanuel Deborah Golub Glenn Graham Dorothy Johnson Roberta Pohlman Eileen Self</i>				
1985–1986	<i>Gary Barlow</i>	<i>Gregory Bernhardt Robert Clark Doris Dittmar Pastricia Gilbert Glenn Graham</i>				
1984–1985	<i>Larry Isaacs</i>	<i>Gregory Bernhardt Doris Dittmar Glenn Graham Mary Francis Landers Daniel Orr Barbara Tea</i>				
1983–1984		<i>Glenn Graham</i>				
1982–1983		<i>Diane Frey Glenn Graham</i>				
1981–1982		<i>Gregory Bernhardt Shelby Crowe</i>				
1980–1981		<i>Gregory Bernhardt Shelby Crowe</i>				
1979–1980		<i>Henry Andrews Mary Francis Landers</i>				
1978–1979		<i>Oris Amos Larry Chance</i>				
1977–1978		<i>William Brown Doris Dittmar Glenn Graham Wes Huckins Tyrone Payne Alice Swinger</i>				
1976–1977		<i>James Dillehay Glenn Graham Gil Hutchcraft Ruth King</i>				

Wright State University Awards of Excellence

Presented to College of Education and Human Services Personnel

	Trustees' Faculty Award	Faculty	Lecturer	Teaching	Service	Scholarship	Innovation	Unit	Human Relations
2005		Marietta Langlois (Early Career Achievement)							
2004		Scott Graham (Early Career Achievement)							
2003									Mary Jean Henry
2002			Tony Ortiz		Donna Cole			Educational Leadership	
2001	Steve Hansell			James Tomlin			Sue Artz		
2000							William Slattery	Student Services Professional Field Experiences Graduate Programs	
1998					Jan La Forge				Jeff Lucas
1997		James Uphoff			Michael Williams	Charles Ryan			
1993					Lee Guild				
1991					Carl Benner				
1989									Lee Guild
1988		Gary Barlow		Glenn Graham	Carl Benner Tyrone Payne				
1987		Oris Amos Marlene Bireley		Glenn Graham	Michael Williams	Larry Isaacs			
1986		Gary Barlow		Gregory Bernhardt	Lewis Shupe	Larry Isaacs			
1985				Gregory Bernhardt					
1984				Gregory Bernhardt					
1982				Glenn Graham Dan Orr Shelby Crowe					
1981				Mary Lou White Jerry Sturm					
1980				Glenn Graham					
1978				Bea Chait					
1977				Gilbert Hutchcraft					
1976				Mary Harbage Glenn Graham					
1975				Marlene Bireley					

2006–2007 CEHS Adjunct Faculty

Adjunct Name	Summer 2006	Fall 2006	Winter 2007	Spring 2007
Abrahamowicz, Dan				X
Adamitis, Peggy L.	X			
Adkins, Gale C.	X	X	X	X
Alexander, Gary F.	X	X	X	X
Allen, Eddie L.	X			X
Anastasio, Carmine J.	X	X	X	X
Anzalone, Anne E.	X	X	X	X
Augustus, Linda L.		X	X	
Baker, Jerry R.		X	X	X
Barker, Yolande A.				X
Berthiaume, Joseph			X	
Beste, Jeffery S.	X			
Bickel, Timothy A		X	X	X
Bier, Regina				X
Bloom, Amber L.		X	X	X
Braukman, David J.		X		X
Brennan, Deborah S.		X	X	X
Brooks, Otis H.		X	X	X
Brown, James E.		X	X	X
Brown-Wright, Holly A.		X	X	X
Budd, Elizabeth		X	X	X
Burley, Earl F.	X	X		
Cafarella, Brian V.			X	
Calhoun, Barbara G.	X	X	X	X
Calhoun, David R			X	
Call, Kathleen				X
Chamberlin, Mildred			X	
Chaney, Tammy L.	X			
Cline, John C.		X	X	
Cohen, Lynda A.		X	X	X
Combs, Eric A.				X
Cooper, Beth A.		X	X	X
Corbitt, Betsy M.		X	X	X
Corcoran, Stephanie				X
Crowe, Shelby		X	X	X
Curry, Mark E.		X	X	X
Daily, Kay D.		X	X	
Danals, Richard A.		X	X	
Darst, Betty	X		X	X
Davis, Janette M.		X	X	X
Degenhart, Nancy J.	X	X	X	X
Delorenzo, Amy B.				X
Denney, B. J.	X			
Dillon, Douglas K.		X		
Dingledine, Michael L.		X	X	X
Doll, Valerie W.	X	X	X	
Drake, Patricia L.		X	X	

Adjunct Name	Summer 2006	Fall 2006	Winter 2007	Spring 2007
Dupler, Valerie A.			X	X
Eader, Rachel L.			X	
Emmons, Deron R.		X	X	X
Faris, Marian G.			X	
Farley, Marie T.	X	X	X	X
Ferris, Frederick A.	X	X		
Finnie, David A.		X	X	X
Fitzwater, Marsha A.	X	X	X	
Flamm, Ernest C.	X	X	X	X
Flamm, Helen		X		X
Fleming, Patrick R.		X	X	X
Fortman, Roger H.		X		X
Fourman, Arthur D.		X	X	
Fox, Rhonda V.		X		X
Fraker, Susan M.		X	X	X
Franklin, Jason L.	X		X	X
Frey, George A.		X	X	X
Frey, Margaret W.			X	X
Frysinger, Phyllis A.		X		
Gaal, Monica L.	X			
Galey, Diane L.		X	X	X
Gardecki, Barbara A.		X		
Geilenfeldt, Stephanie			X	X
Geitgey, Gayle A.	X			X
George, Bernard A.			X	
Graham, J. S.	X	X	X	X
Gruber, Jimmie			X	X
Guy, Anisa J.			X	X
Hanes, Richard A.			X	
Harris, Robert L.		X		
Hartley, Robert F.		X		
Hartman, Barbara A.	X	X	X	X
Hasler, Cynthia A.				X
Haye, Elizabeth A.			X	
Haynes, Mary E.			X	X
Heckler, Sue A.		X	X	
Hesler, Ruby V.			X	
Hockaday, Linda M.			X	X
Hodits, Lisa M.				X
Hoffeditz, Lori L.		X	X	
Holmes, Marc D.				X
Howard, Mac A.	X	X	X	X
Hutson, Alonzo C.	X			
Ickes, Melinda J.	X	X	X	X
Janson, David C.	X		X	
Jefferson, Cathy A.		X	X	X
Jefferson, Fredric D.	X	X	X	X

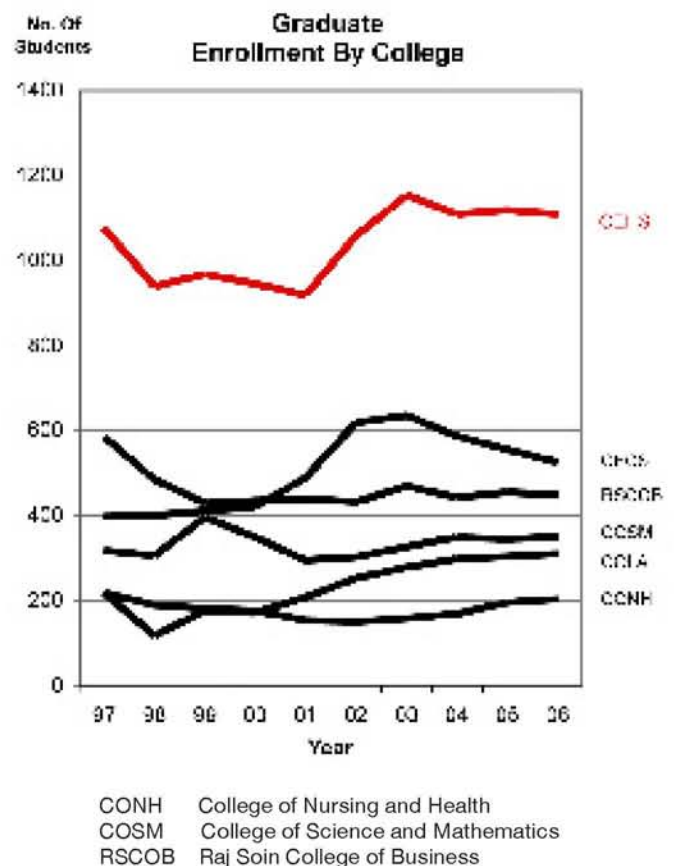
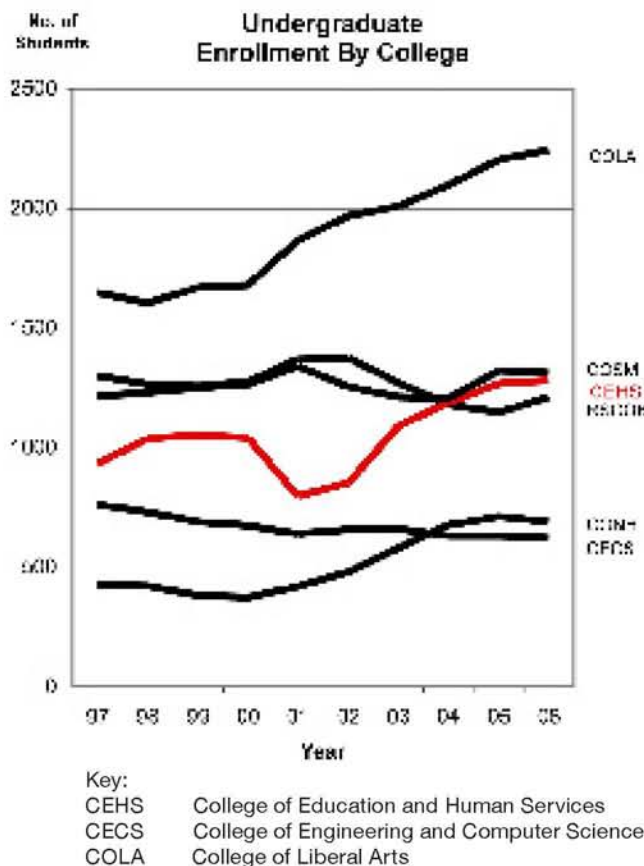
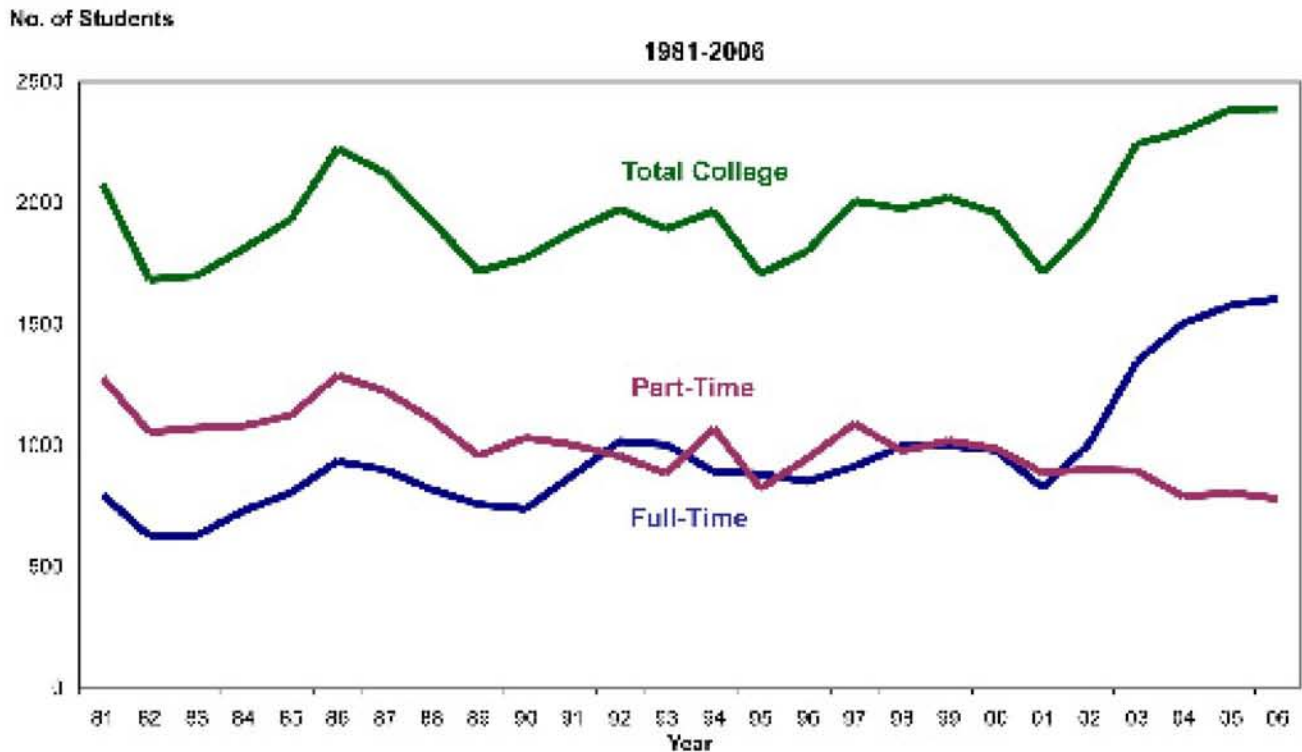
Adjunct Name	Summer 2006	Fall 2006	Winter 2007	Spring 2007
Jettinghoff, Brian L.				X
Johnson, Terrye L.	X	X	X	X
Johnson, Wanda Y.		X	X	X
Jones, Gwendolyn M.	X	X	X	X
Jordan, Katrina S.	X	X	X	X
Kappler, Kimberly A.		X		
Keener, David L.	X	X		
Keihl, Engelina G.		X	X	X
King, Julia M.	X	X	X	X
Kistler, Holly A.		X		
Korytoski, Jeffrey M.		X		
Leonhardt, Stephanie	X			
Lewis, Jeffery K.		X		
Louis, Gary W.			X	
Luby, Robert J.	X	X	X	X
Lynch Davis, Kay E.		X		X
Lynch, Daniel	X	X		X
Markworth, Wayne H.				X
Marsh, Marla M.			X	
Marsh, Monica M.			X	
Martz, Stacy	X			
Maxwell, Kristi K.	X			
McCallum, Pam S.	X			
McClintock, Robert P.		X		X
McCormick, John M.		X	X	X
McCoy, Karen L.		X	X	X
McDermott, Ronald L.		X		
Metter, Theresa A.	X			
Miller, Kathy M.	X		X	
Milrod, Sonia R.				X
Mitchell, Joann	X			
Moore, Kenneth R.			X	
Moore-Goad, C.	X	X	X	X
Morand, Shirley E.	X	X	X	X
Morrissey, Shannon		X	X	X
Mostaed, Benjamin	X	X	X	X
Navarra, Kelly R.		X		
Noble, Brenda K.		X		
Overbeck, Oliver R.		X		X
Ovington, June A.			X	
Paquette, Gregory		X	X	X
Parks, Marie B.			X	
Paul, Gene K.	X	X	X	X
Peters, Beverly A.		X		
Peterson, Frederick		X		
Pierce-French, L.				X
Rains, Joyce A.	X	X	X	X

Adjunct Name	Summer 2006	Fall 2006	Winter 2007	Spring 2007
Riley, Allen K.		X	X	X
Roberts, Carole, L.	X	X	X	X
Ronan, Cynthia S.		X		
Ruble, Amanda E.			X	
Rymer, Rebecca S.		X		
Sasarak, Shirley D.				X
Schmidt, Marlene E.				X
Schoenberger, C.		X	X	X
Schomburg, Gary P.				X
Schork, Erick W.		X	X	
Schumacher, F.		X		
Schumacher, Ruth	X			
Schumm, Robert E.		X		
Seela, Susan K.				X
Seltzer, Evangeline		X		
Shilt, Amy L.	X			
Sidle, Bradley L.		X	X	X
Smith, Stacia A.	X			X
Sonenshein, Charles	X	X	X	X
Sorice, Faith A.			X	X
Stambaugh, Beverly				X
Steinbrunner, B.		X	X	
Stover, Sheri E.		X	X	X
Tallman, Linda Y.		X		
Tracy, Guy R.		X	X	
Uphoff, James K.		X	X	X
Van Loo, Scott D.	X			X
Van Wyk, Penny S.	X	X	X	X
Versic, Linda D.		X		X
Waddel, Janet M.			X	
Walstrum, Nora B.		X	X	X
Watson, Joni R.				X
Watts, Denise		X	X	
Webb, Alice M.	X	X	X	X
Welch, Ann M.		X	X	
White, Elizabeth A.		X		
Wiggins, John R.	X	X	X	X
Williams, Christopher		X		
Williford, Tommy A.		X	X	
Wittig, Carol B.	X		X	
Wood, Karen K.	X	X	X	X
Woodin, Teresa F.	X	X		
Wotherspoon, Paul		X	X	X
Wright, Frank		X	X	
Youngman, William	X	X	X	X
Yuppa, Joseph A.		X	X	X

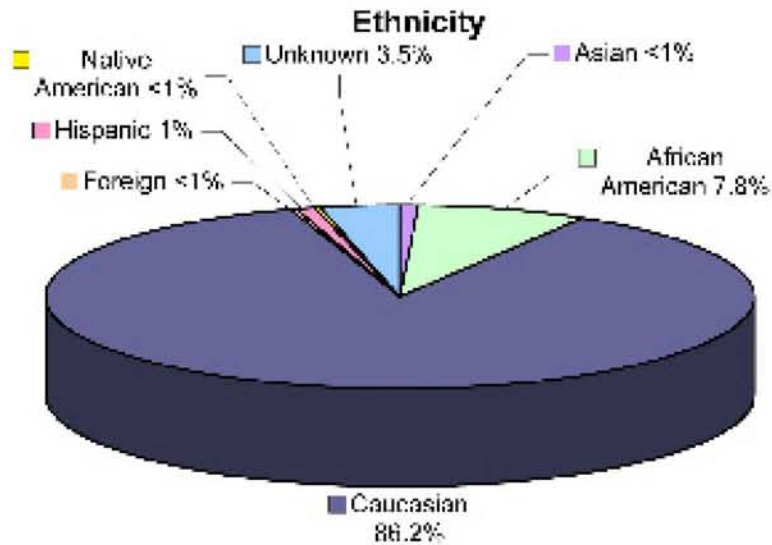
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187

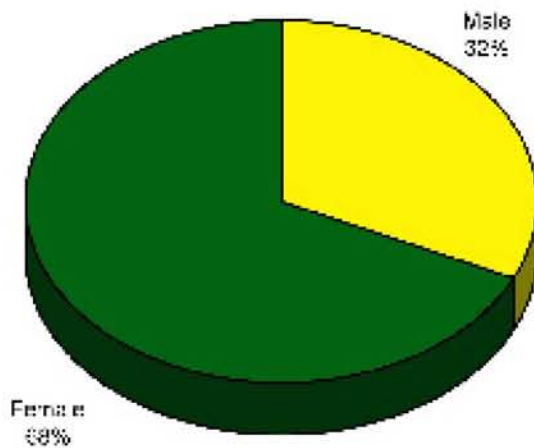
College of Education & Human Services Fall Quarter Enrollment



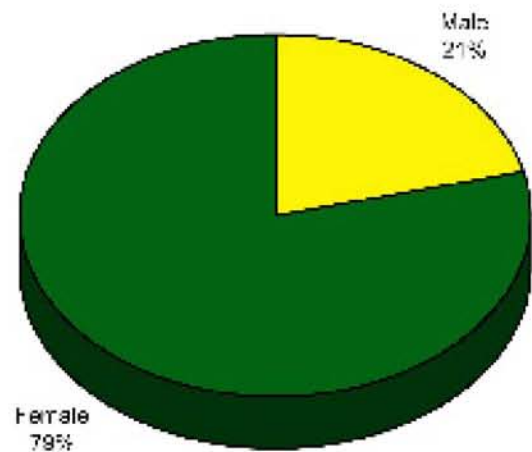
College of Education & Human Services
Fall 2006 Ethnicity & Gender Breakdown



Gender-Undergraduate

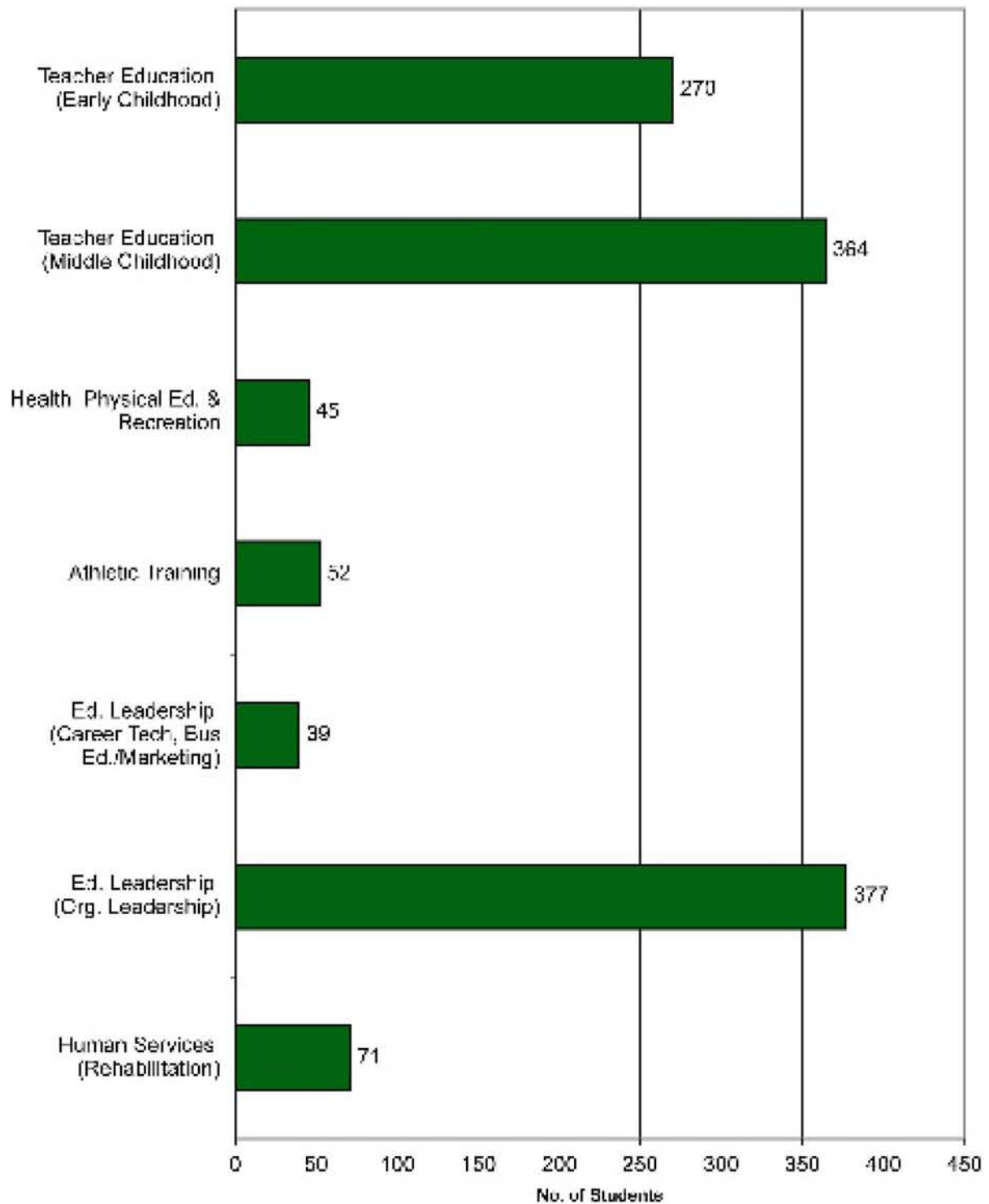


Gender-Graduate

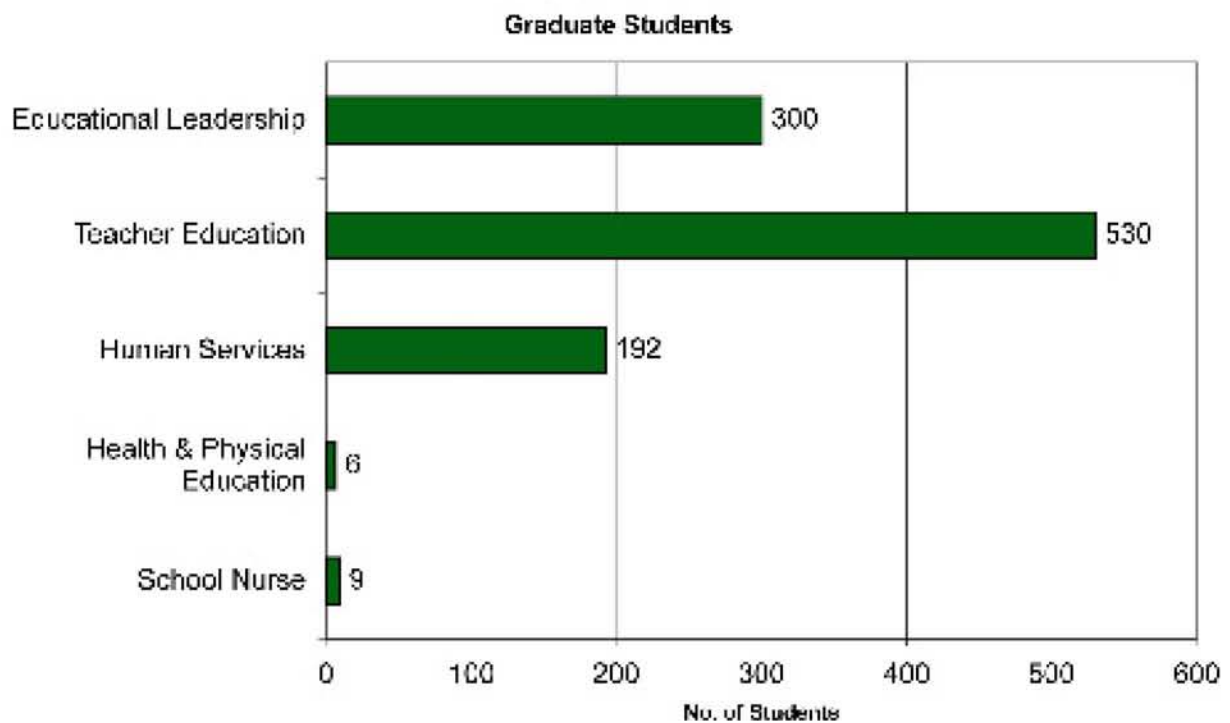
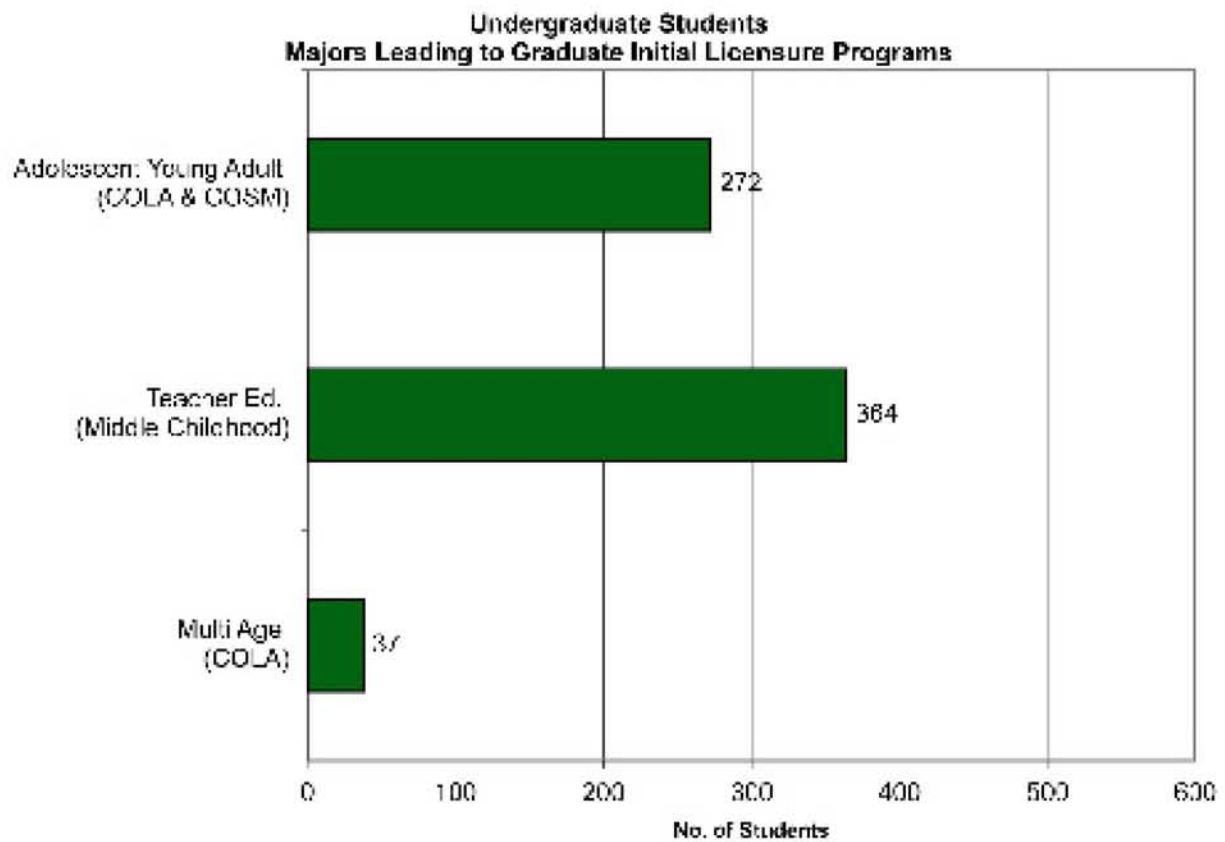


College of Education & Human Services
Fall 2006 Enrollment by Program

Undergraduate Students

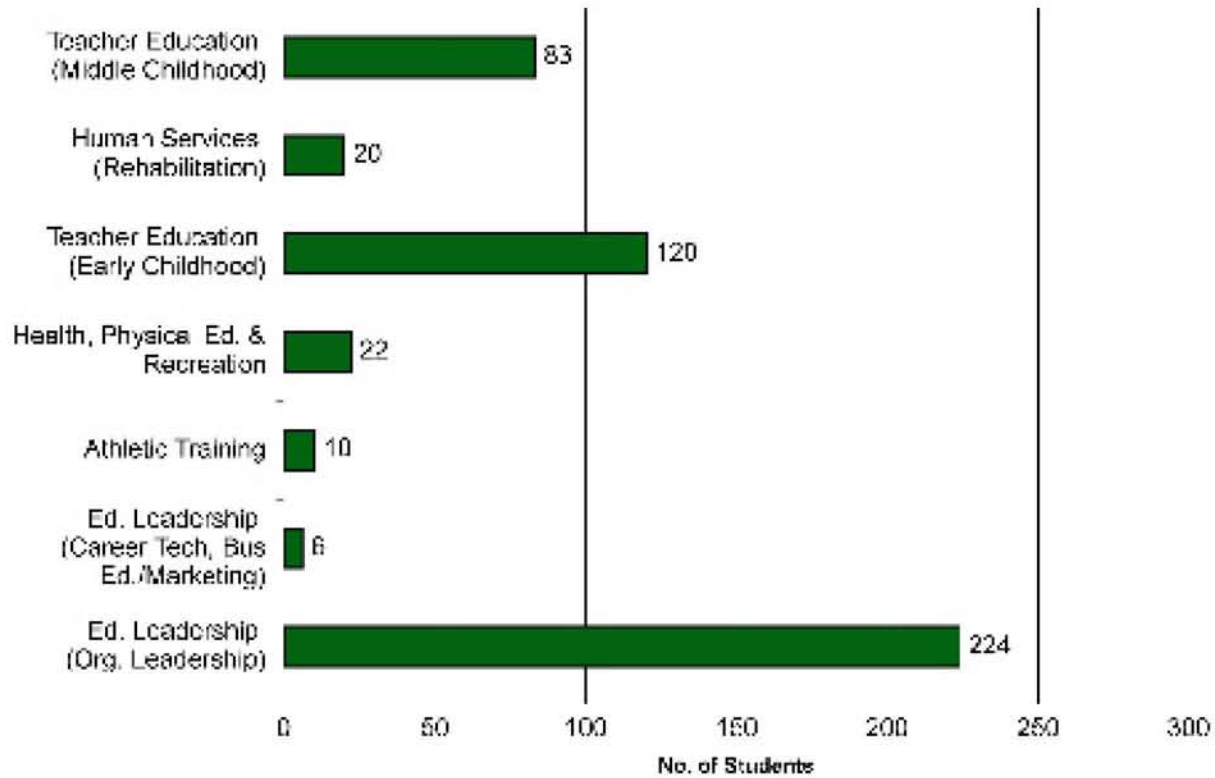


College of Education & Human Services
Fall 2006 Enrollment by Program

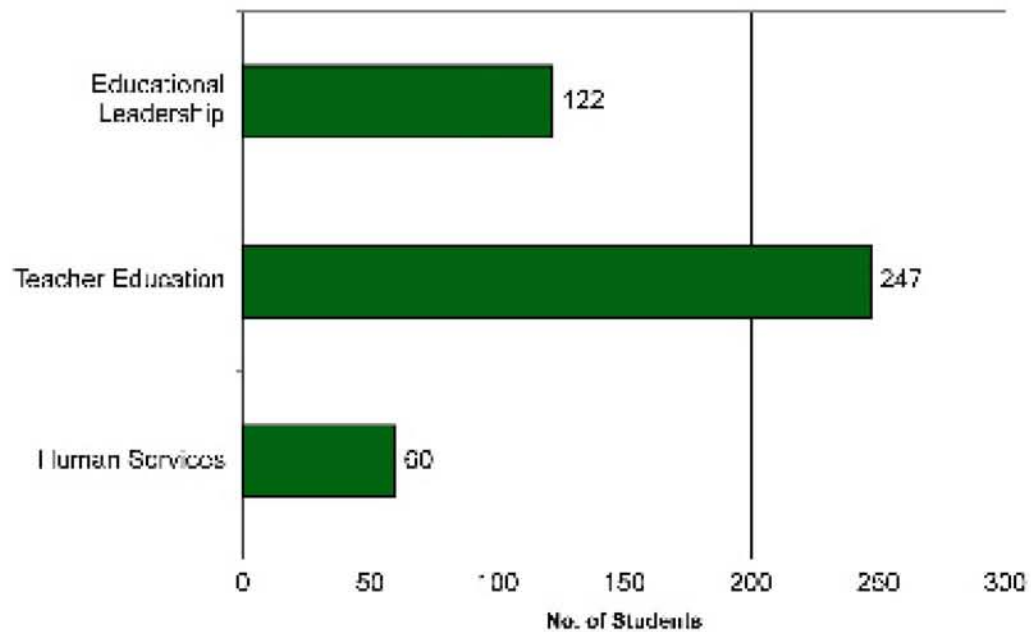


College of Education & Human Services
Degrees Awarded
July 1, 2006 – June 30, 2007

Undergraduate Students



Graduate Students



Scholarship Awards

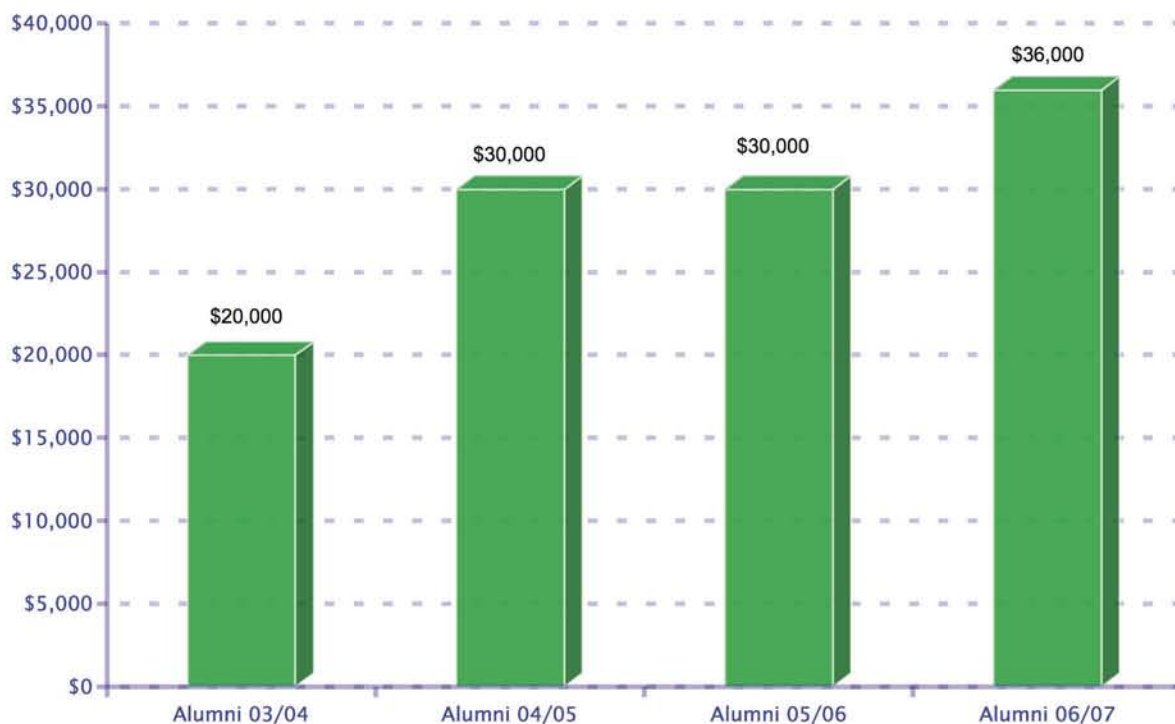
In 2006–2007, the college continued to focus on strengthening the amount of tuition funding awarded to students, both through the college Alumni Scholarship Program, and university Graduate Tuition Scholarship and WSU Scholars programs.

In fiscal year 2003–2004, the college awarded ten \$1000 Alumni Scholarships and twenty \$500 Alumni Scholarships to full-time graduate students for a total of \$20,000. In 2004–2005 distribution was increased to twenty \$1000 awards and twenty \$500 awards, for a total of \$30,000. Funding of the Alumni Scholarships remained at \$30,000 for fiscal year 2005–2006 and was increased to \$36,000 in fiscal year 2006–2007. The first round of the awards—twelve \$1,000 awards and twelve \$500 awards—were made for degree students registered for the fall 2007 academic quarter. Another round of awards is anticipated in the fall for students registered for the winter 2008 academic quarter.

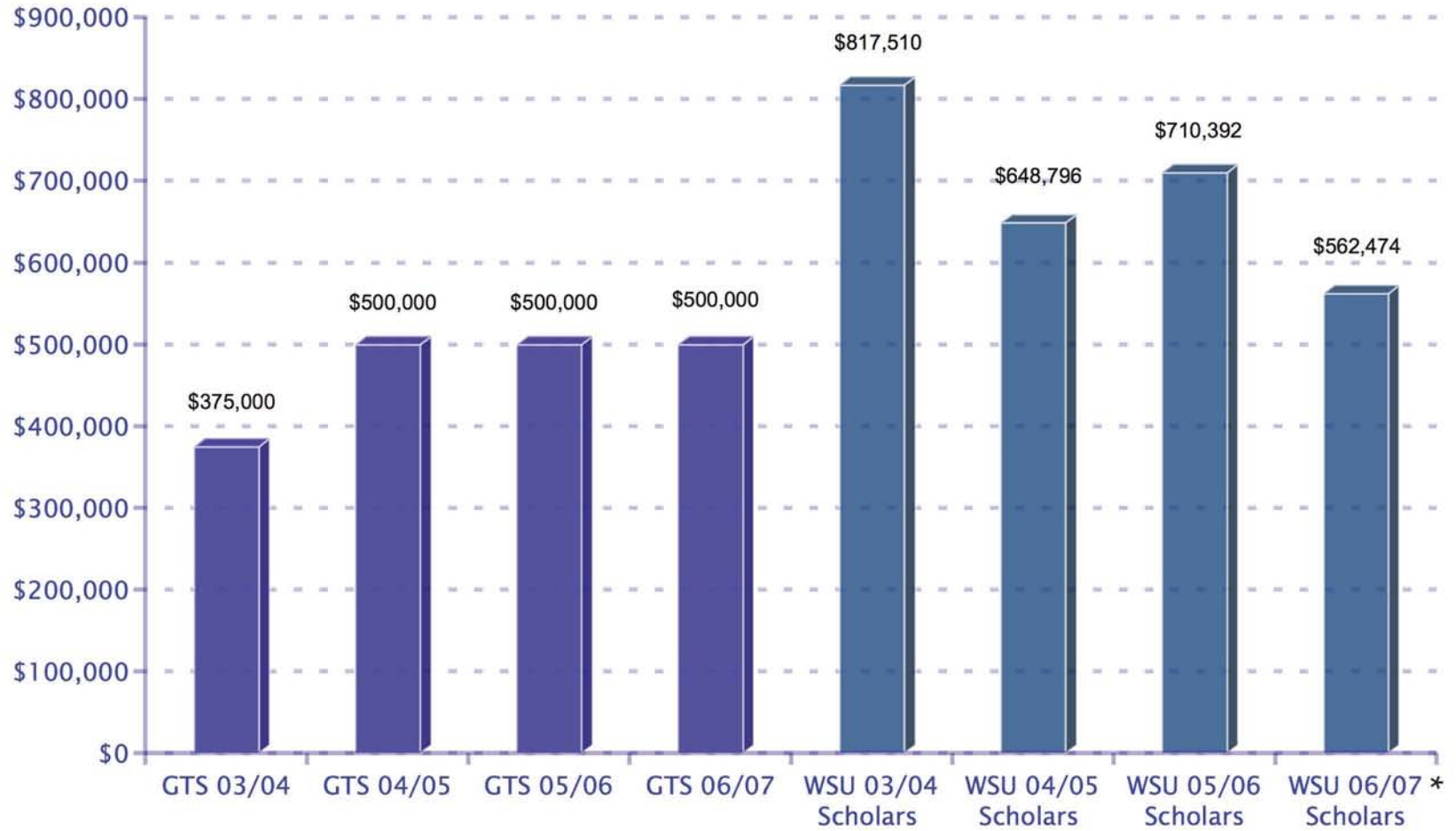
In fiscal year 2005–2006, the college allotment of Graduate Tuition Scholarship funds (labeled as GTS) was distributed to 40 full-time students, totalling \$500,000. Graduate Tuition Scholarship funding remained at \$500,000 for fiscal year 2006–2007, the equivalent of 40 full-time awards. (See chart on Pg. 82.)

In fiscal year 2006–2007, the university WSU Scholars (undergraduate scholarship award) amount was \$562,474. (*This figure represents a new calculation that excludes awards previously included from Athletics and ROTC.) (See chart on Pg. 82.)

CEHS Alumni Scholarship Awards



Graduate Tuition and WSU Scholars Awards



2006–2007 Budget

COLLEGE OF EDUCATION & HUMAN SERVICES BUDGET INFORMATION: September 1, 2006

Budgeted Staffing in FTE's:	FY 03-04	FY 04-05	FY 05-06	FY 06-07
Adjunct Faculty	34.08	31.25	31.94	31.06
Classified Staff	18.00	16.75	18.00	21.00
Full Time Faculty	55.15	56.62	58.91	61.90
Graduate Assistants	7.26	7.26	7.26	7.26
Unclassified Staff	13.00	13.84	12.83	11.83
TOTAL	127.49	125.72	128.94	133.05

College Operating Budget:	%	FY 05-06	%	FY 06-07
Faculty Salaries	35.30%	\$3,557,826	36.25%	\$3,905,435
Benefits (Healthcare, Dental, Vision, etc.)	14.41%	\$1,452,174	15.34%	\$1,652,368
Summer Salaries	9.30%	\$937,622	8.70%	\$937,622
Unclassified Staff Salaries	6.29%	\$633,527	6.73%	\$725,083
Adjunct Salaries and Overload Contracts	4.75%	\$479,025	4.32%	\$465,840
Classified Staff Salaries	4.90%	\$493,977	5.80%	\$624,703
Misc Services	2.01%	\$202,272	1.55%	\$167,330
Graduate Assistants	1.49%	\$150,224	1.49%	\$160,146
Student Wages	1.14%	\$115,046	1.07%	\$115,046
SUB-TOTAL	79.58%	\$8,021,693	81.26%	\$8,753,573
Data Processing	9.16%	\$923,214	9.40%	\$1,013,166
Tuition Waivers (Graduate Assistants)	3.08%	\$310,718	2.88%	\$310,718
Information & Communication	2.37%	\$238,978	2.22%	\$238,978
Supplies	2.06%	\$207,886	1.93%	\$207,886
Other Misc.	0.94%	\$94,278	0.34%	\$36,192
Travel	1.56%	\$157,463	1.55%	\$167,463
Scholarships	0.91%	\$92,076	0.10%	\$11,253
Maintenance & Repair	0.20%	\$20,200	0.19%	\$20,200
ERC Acquisitions	0.13%	\$13,300	0.12%	\$13,300
TOTAL	100.00%	\$10,079,806	100.00%	\$10,772,729

Department Operating Budgets:	%	FY 05-06	%	FY 06-07
Academic Support Services	5.11%	\$515,377	5.17%	\$556,632
Communications & Technology/ERC	3.15%	\$317,967	3.26%	\$351,309
Dean's Office	9.41%	\$948,698	10.32%	\$1,111,659
Division of Professional Development (*)	5.18%	\$521,708	5.30%	\$571,422
Earnings Operations (*)	2.16%	\$218,000	0.00%	\$0
Educational Leadership	17.66%	\$1,779,863	17.50%	\$1,884,853
Field Experiences	4.17%	\$420,745	4.26%	\$459,069
Health/Physical Education/Recreation	8.86%	\$892,969	9.33%	\$1,005,283
Human Services	12.05%	\$1,214,529	12.19%	\$1,313,453
Summer Salaries & Adjuncts	4.36%	\$439,707	4.08%	\$439,707
Teacher Education	27.88%	\$2,810,243	28.58%	\$3,079,342
(*) Self supporting.	TOTAL	100.00%	100.00%	\$10,772,729

College Scholarship

Articles

- Bargerhuff, M. E., Cole, D. J., & Teeters, L. E. (2007). *Preparing teacher candidates with disabilities: A growing experience*. Manuscript submitted for publication.
- Burger, A., Anderson, L., Firmin, M. W., Hwang, C., & Wantz, R. A. (in press). The relationship between eating disorder behavior and Myers-Briggs personality type. *Journal of Psychological Type*. (R)
- Cole, D., Ryan, C. W., & Tomlin, J. (2007). A study of science and mathematics faculty perceptions of teacher education—via a focus group process. *Eastern Educational Journal*, 36 (1), 41-46. (R)
- Diamantes, T. (2007). Technology's impact on graduate level reading: Using technology to improve student assignment completion rates. *College Student Journal*, 41, 79-81. (R)
- Diamantes, T. (2006) Should administrators worry about classroom environment? How person-environment fit can affect test score results. *Global Education Journal*, 2, 80-98. (R)
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- Firmin, M. W., Hwang, C., Phillips, A., & Wantz, R. A. (in press). Correlations among symptoms of ADHD and peer relationships, academic performance, and self-image. *Professional Issues in Counseling Journal*. (R)
- Firmin, M. W., Vaughn, A., Dye, A., & Wantz, R. A. (in press). Utilizing debate to maximize learning potential in structured group interventions. *Kentucky Counseling Association Journal*. (R).
- Firmin, M. W., & Wantz, R. A. (2006, November). Apt use of psychological tests by counselors. *The AMHCA Advocate*, 29, 1 & 8.
- Franco, M. S. (2007). How a class on rubrics contributed to student learning. *Principal Navigator*, 2(4), 28-30.
- Garner, R. (2006, Fall). Standing on the frontline: Having the courage to teach. *Advancing Women in Leadership Journal*, 21. Available from <http://www.advancingwomen.com/awl/fall2006/garner.htm>
- Hambright, W. G., & Diamantes, T. (2006) A comparative analysis of prevailing K-12 educational strategic planning models. *Ethics and Critical Thinking Journal*, 2, 25-48. (R)
- Helms, R. (in press). The Dayton American history grant: Triumph and tragedy. *College and University Faculty Assembly News, National Council for the Social Studies*.
- Helms, R. (2006). Alice Paul: The Nineteenth Amendment. *National Social Science Perspectives Journal*, 32(1) 42-48. (R)
- Hydock, D. S., Wonders, K. Y., Schneider, C. M., & Hayward, R. (2006). Endurance training protects against androgen deprivation therapy-induced cardiac dysfunction. *Prostate Cancer and Prostatic Disease*, 9(4), 392-398.
- Johnson, D. G. (2007). *Reflections of a teacher educator*. Manuscript submitted for publication.
- Keener, C. D., & Bargerhuff, M. E. (2006). Graduate intervention specialists' responses to an introductory practicum: Implications for teacher educators. *Education*, 127(2), 216-229. (R)

- Kirch, S. A., Bargerhuff, M. E., Turner, H., & Wheatly, M. (2007). Professional development journeys of educators in pursuit of inclusive science classrooms. *Journal of Science Teacher Education*, 18(4), 633-692. (R)
- Koenig, K. M., Endorf, R., & Braun, G. (2007, May). Effectiveness of different tutorial recitation teaching methods and its implication for TA training. *Physical Review Special Topics–PER*, 3 (1), 1–9.
- Lorson, K., & Goodway, J. D. (in press). Influence of critical cues and task constraints on overarm throwing performance. *Perceptual and Motor Skills*.
- Lorson, K., & Goodway, J. D. (in press). Influence of instruction and gender on the throwing form of children during a throwing game. *Research Quarterly for Exercise and Sport*.
- Lorson, K., Goodway, J. D., & Hovatter, R. (2007). Using goal-directed reflection to make reflection more meaningful. *Journal of Physical Education, Recreation, and Dance*, 78(4), 42-47.
- Lunsford, S. K., & Slattery, W. (2006). An interactive environmental science course for education science majors. *Journal of Chemical Education*, 83(2), 233-236.
- Lunsford, S., Slattery, W., & Speelman, N. (in press). Characterizing water quality in their community: An effective campus field trip. *Journal of Chemical Education*.
- Mathews, S., Cornell, K., & Basista, B. (2006). Where is the moon tonight? *Mathematics Teaching in the Middle School*, 11(9), 467-475. (R)
- Mosier, W. (2006). Parenting as a verb: Isn't discipline just another word for punishment? *The Casemate*, 11(24), 2.
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- Roby, D., & Diamantes, T. (2007). Leadership skill analysis of teachers in western Ohio. *Ethics and Critical Thinking Journal*, 1, 38-50. (R)
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- Wonders, K. Y., Hydock, D. S., & Hayward, R. (in press). Cardiac dysfunction induced by an acute bout of exercise. *Physiology, Nutrition, and Metabolism*.
- Wonders, K. Y., Hydock, D. S., Schneider, C. M., & Hayward, R. (2007). *Acute exercise attenuates doxorubicin-induced cardiac dysfunction*. Manuscript submitted for publication.

Books

- Renick, P., Harris, C., & Finegan, C. (Eds.) (2006). *Inclusive education: When learning becomes the common ground: A resource book for faculty and staff*. Dayton, OH: Wright State University.

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- Garner, R. (2007). Unpacking on a long journey home: A lesson on race, identity, and culture. In D. Carlson and C. P. Gause (Eds.) *Keeping the Promise: Essays on Leadership, Democracy, and Education*. New York: Peter Lang.
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- Johnson, D. G. (in press). Hearsay. *Encyclopedia of Education Law*.
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- Mathews, S. M., & Reed, M. K. (2007). Modeling for pre-service teachers. In C. Haines, P. Galbraith, W. Blum, & S. Khan, (Eds.), *Mathematical modelling (ICTMA 12): Education, engineering and economics* (pp. 458-464). Chichester, England: Horwood Publishing. (R)
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- Renick, P. R. (2006). Native American students. In P. R. Renick, C. Harris, and C. Finegan (Eds.), *Inclusive Education: When learning becomes the common ground: A resource book for faculty and staff*. Dayton, OH: Wright State University.

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- Wagner Williams, C. A., & Faubian, C. (in press). Rehabilitation services: The human services profession. In J. Andrew and C. Faubion (Eds.), *Career Development for Rehabilitation Services Graduates*. Hot Springs: University Press. (I) (R)
- Wantz, R., Firmin, M., Johnson, C., & Firmin, R. (2006). University student perceptions of high school counselors. In M. Firmin and P. Brewer (Eds.), *Ethnographic and Qualitative Research in Education: Vol. 2* (pp. 179-191). New Castle, UK: Cambridge Scholars Press.

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- Cole, T., Slattery, W., & Teed, R. (2006). Alignment of content and pedagogy in an Earth Systems course for pre-service middle school teachers. *Proceedings of the American Geophysical Union Fall Meeting, Eos Trans, AGU*, 87 (52), Abstract ED53B-0862.
- Cole, T., Teed, R., & Slattery, W. (2006). Earth Systems: A course designed to build Earth science content and pedagogy in pre-service middle-school teachers. *Abstracts of the Geological Society of America*, 38 (7).
- Collier, J. K. (2007). Defining literacy self images: Using digital storytelling to empower preservice reading teachers as strategic problem solvers. *Yearbook of the American Reading Forum 2006*, 26 [Online]. Available from http://www.americanreadingforum.org/06_yearbook/html/arf_06_collier.htm
- Johnson, D. G. (2006). Mentoring and support systems: Keys to leadership. *Proceedings of Research on Women and Education 32nd Annual Conference* [Online]. Available from <http://www.rwesig.net/2006%20CONFERENCE.htm>
- Roby, D. (2007). An analysis of teacher professional contribution to the school. *2007 Conference Proceedings of the 5th Annual Hawaii International Conference on Education*. Honolulu, Hawaii [Online], 4710-4728. Available from http://www.hiceducation.org/proceedings_edu.htm
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Presentations (Unpublished)

- Ackerman, J., Brogan, J., Cohen, L., Finegan, C., & Kinsel, J. (2007, March). *Answers to tough questions*. Presented at the Montgomery County Job and Family Services Training Project, Dayton, OH.
- Bargerhuff, M. E., & Cole, D. (2007, January). *Preparing teacher candidates with disabilities: A growing experience*. Paper presented at the Fifth Annual Hawaii International Conference on Education, Honolulu, HI.
- Bargerhuff, M. E., & Collier, J. (2006, October). *Equity in accessing academic content: Support for general educators teaching students with disabilities in inclusive classrooms*. Paper presented at the annual National Network for Educational Renewal Conference, Cincinnati, OH.
- Berg, S. (2007, January). *School libraries: Essential for student learning*. Presented at Dayton City Schools, Dayton, OH.

- Berg, S. (2007, January). *Staying current & accountability*. Presented at Dayton City Schools, Dayton, OH.
- Berg, S. (2006, December). *Love kids, books, and technology? Have you thought becoming a school librarian?* Presented at the annual conference of Southwestern Ohio Institutional Technology Association (SOITA), Dayton, OH.
- Berg, S. (2006, October). *One School—two books: Whole school big read of the The Bully and The Gun*. Presented at the annual conference of the Ohio Educational Library Media Association, Columbus, OH.
- Bower, R. (2006, July). *Upper extremity anatomy*. Presented at the Kettering Sports Medicine Center Annual Sports Medicine Camp, Dayton, OH.
- Bower, R. (2007, April). *On-field assessment of the spine-injured athlete*. Presented at the Greene Memorial Hospital Symposium for Intervention Considerations for Persons with Neurological Disorders, Xenia, OH.
- Boyd, B. T. (2006, October). *Using lesson study with early childhood teaching candidates*. Paper presented at the Appalachian Association of Mathematics Teacher Educators, Morehead, KY.
- Carlsen R. N., & Veres, M. (2007, March). *Web 2.0*. Presented at the Society for Information Technology & Teacher Education International Conference, San Antonio, TX.
- Carlsen, R. N., & Veres, M. (2006, December). *Implications for Social Networking in Education*. Presented at the 2006 Southwestern Ohio Institutional Technology Association Technology Conference, Dayton, OH.
- Carlsen, R., Dell, E., & Weber, R. (2007, March). *Developing multimedia units to enhance education*. Presented at the Society for Information Technology & Teacher Education International Conference, San Antonio, TX.
- Cole, D. J., Kramer, T., McDermott, R., Banks, B., & Banks, R. (2007, February). *Sustaining inquiry in PK–teacher preparation: Impacting all learners*. Paper presented at the Association of Teacher Educators Conference, San Diego, CA.
- Cole, D. J., & McDermott, R. (2007, March). *Sustaining a twenty-year partnership*. Paper presented at the Annual Professional Development School Partnership Conference, Las Vegas, NV.
- Cole, D. J., McDermott, R., Gibbons, E., Birkholtz, C., Bell, K., & Dooley, E. (2006, October). *Sustaining growth in PK–teacher preparation: Inquiry into impacting all learners*. Paper presented at the Annual Conference of the National Network for Educational Renewal, Cincinnati, OH.
- Collier, J. K. (2006, December). *Lap books: Pre-service teachers' diverse product development as a way to integrate pedagogical content knowledge and factors of a learner centered environment*. Presented at the American Reading Forum, Sanibel Island, FL. (R) (I)
- Collier, J. K. (2006, November). *Using case stories for Praxis principles of teaching and learning practice: Developing reflective teacher candidates who are knowledgeable and prepared*. Presented at the International Lilly Conference, Oxford, OH.
- Collier, J. K. (2006, February/March). *A vision for the future: A report of the development of the new K-1 curriculum structure*. Presented to the Centerville Board of Education, Centerville, OH.
- Collier, J. K., Keener, C., & Bargerhuff, M. E. (2007, April). *Co-teaching placements: Issues in the field for pre-service teachers*. Presented at the Ohio Confederation of Teacher Education Organizations, Columbus, OH.
- Diamantes, T., & Roby, D. (2006, November). *Current issues in the promotion and tenure process*. Paper presented at the Ninth Annual Meeting of the Association for the Advancement of Educational Research, Hutchinson Island, FL.

- Endorf, R. J., Braun, G., Koenig, K. M., & Slezak, C. (2006, July). *An implementation and evaluation of "Tutorials in Introductory Physics."* Presented at the American Association of Physics Teachers National Conference, Syracuse, NY.
- Finegan, C. (2006, October). *Encouraging literacy in young children.* Presented at the Montgomery County Job and Family Services Training Project, Dayton, OH.
- Finegan, C. (2006, October). *Meeting the needs of our partners: The alternative educator license.* Paper presented at the annual fall meeting of the Ohio Confederation of Teacher Education Organizations, Columbus, OH .
- Franco, M. S., & Hambright, W. G. (2007, February). *A case study of the impact of technology in the delivery of graduate courses for educators.* Presented at Eastern Educational Research Association 2007 Annual Conference, Clearwater, FL.
- Hanby, D. (2007, February). *Regifting: Offering a program to meet district needs.* Presented at the American Association of Colleges for Teacher Education 2007 Annual Conference, New York, NY.
- Hanby, D. (2006, September). *A unit approach: Moving from us & them to a we implementation plan.* Presented at the Tk-20 User's Conference, San Antonio, TX.
- Hanby, D., Cameron M., Imler, S., Delvin, P., & Welsch R. (2007, March). *Ohio Integrated Systems Model.* Panel moderator at the Special Education Personnel Development Advisory Committee Annual Conference, Columbus, OH.
- Hanby, D., Cameron, M., Imler, S., Delvin, P., & Welsch R. (2006, October). *Ohio Integrated Systems Model.* Panel moderator at the Ohio Confederation of Teacher Education Organizations Fall Conference, Columbus, OH.
- Hanby, D., Herrington, K., Nelson, P., Seidel, K., & Nicholson, M. (2006, April). *Preparing teacher candidates to understand the value-added progress dimension.* Presented at the Spring Ohio Confederation of Teacher Education Organizations Conference, Columbus, OH.
- Hanby, D., & McDermott, R. (2006, November). *Regifted: A program to meet the needs of the recipients.* Presented at the National Network of Educational Renewal 2006 Annual Conference. Cincinnati, OH.
- Helms, R. (2007, June). *Soft resources: Improving the teaching of history.* Paper presented at the Teaching American History Seminar, Muncie, IN.
- Helms, R. (2007, April). *The Underground Railroad: History and application.* Paper presented at the National Technology and Social Science Association, Las Vegas, NV.
- Helms, R. (2006, December). *Partnerships that work: Improving education through teaching American history.* Paper presented at the 86th Annual Conference of The National Council for the Social Studies, Washington, DC.
- Helms, R. (2006, January). *Empowering teachers to experience our democratic heritage: A Teaching American History Project.* Paper presented at the 4th International Conference on Civic Education: Research and Practice, Orlando, FL.
- Helms, R., Bernhardt, G., & McIlvanna, N. & McDermott, R. (2006, October). *Democracy and education: A collaborative responsibility.* Presented at the National Network for Educational Renewal, Cincinnati, OH.
- Helms, R., & Dougan, A. (2007, January). *The NCATE program report audit.* Presented at the National Auditor's Conference of the National Council for Accreditation of Teacher Education, Washington, DC.
- Helms, R., & Dougan, A. (2006, November). *The clinic on meeting the NCATE/NCSS program report.* Clinic presented at the 86th Annual Conference of the National Council for the Social Studies, Washington, DC.

- Henderson, P., Jones, M. A., & Self, E. F. (2006, October 20). *Collective efficacy: Developing educators for the advancement of social justice*. Presented at the National Network for Educational Renewal Annual Conference, Cincinnati, OH. (R)
- Herrington, K., Shelly, A., Erb, D., & Hanby, D. (2007, April). *Teacher Standards Alignment Project*. Presented at the Ohio Confederation of Teacher Education Organizations Spring Conference, Columbus, OH.
- Herrington, K., Shelly, A., Nelson, P., Seidel, K., Hanby, D. (2007, April). *Preparing teacher candidates to understand the value-add progress dimension*. Presented at the Ohio Confederation of Teacher Education Organizations Spring Conference, Columbus, OH.
- Hoffman, B. (2007, March). *Building core strength utilizing kettle bells*. Presented at the Greater Dayton Athletic Trainers Symposium, Dayton, OH.
- Hoffman, B. (2007, March). *Functional testing and movements in the rehabilitation protocol*. Presented at Northern Kentucky University, Athletic Training Classroom, Covington, KY.
- Hoffman, B. (2007, March). *Functional testing, Olympic lifting and kettle bells for football*. Presented at the Dayton Sports Medicine Institute Annual Football Symposium, Dayton, OH.
- Hoffman, B. (2007, February). *Kettle bell training 101*. Presented at the Good Samaritan Hospital Strength and Conditioning In-service, Dayton, OH.
- Ingraham, P. B. (2007, February). *From squiggles to messages: Co-constructing the child's story*. Presented at the National Reading Recovery and Early Literacy Conference, Columbus, OH.
- Ingraham, P. B., Hawkins, J., Sloan, V., Jackson, M., Howell, M., Moriarty, D., & Gettman, L. (2007, June). *Case studies in effective advocacy*. Panel discussion on advocacy at the Reading Recovery Teacher Leader Institute and Leadership Academy, Vienna, VA.
- Jagger-Mescher, J. (2007, April). *Opportunities within the Ohio Association for Health, Physical Education, Recreation, and Dance*. Presented at the Ohio Association for Health, Physical Education, Recreation, and Dance Student Leadership Conference, Loudonville, OH.
- Jagger-Mescher, J. (2007, March). *How quality, daily physical education contributes to healthy, academically successful students*. Presented at Sugarcreek Local Schools, Bellbrook, OH.
- Jagger-Mescher, J. (2006, October). *Why teach middle school health and physical education?* Presented at Sinclair College, Dayton, OH.
- Jagger-Mescher, J., Nelson, C., & Sinkhorn, K. (2006, November). *FitnessGram: Health-related fitness assessment*. Presented at the annual convention of the Ohio Association for Health, Physical Education, Recreation, and Dance, Columbus, OH.
- Jagger-Mescher, J., Nelson, C., & Sinkhorn, K. (2006, November). *Physical best in the elementary and secondary classroom*. Presented at the annual convention of the Ohio Association for Health, Physical Education, Recreation, and Dance, Columbus, OH.
- Johnson, D. G., Hess, D., & Keener, C. (2006, October). *Virtual seminar for advancing social justice in P-12 classrooms*. Paper presented at the National Network for Educational Renewal Annual Conference, Cincinnati, OH.
- Keferl, J. E. (2007, June). *Screening for substance abuse: Tips and tactics, and Roots of recovery: Relapse, recourse, and restoration*. Breakout speaker at the 5th Annual Conference on Effective Practices in Special Education and Rehabilitation: Interventions Across the Lifespan, Logan, UT.
- Keferl, J. E. (2007, June). *Substance abuse and disability: Understanding the impact*. Keynote speaker at the 5th Annual Conference on Effective Practices in Special Education and Rehabilitation: Interventions Across the Lifespan, Logan, UT.

- Keferl, J. E. (2007, April). *Employment for parents in recovery: Minimizing barriers and maximizing opportunities teleconference*. Presented at the National Abandoned Infants Assistance Resource Center, Berkeley, CA.
- Keferl, J. E. (October, 2006). *A substance abuse screening tool for rehabilitation counselors working in vocational rehabilitation agencies*. Presented at the National Rehabilitation Counseling Association, Albuquerque, NM.
- Kinnucan-Welsch, K., & Hanby, D. (2006, September). *Ohio CORE orientation to the IHE program*. Presented at the Montgomery County Educational Service Center, Dayton, OH.
- La Forge, J. (2007, April). *Impact of potential CORE/CACREP merger on practicing counselors*. Presented at the Ohio Rehabilitation Counseling Association Conference, Loudenville, OH.
- Lindsey, J. L. (2007, April). *Program evaluation options*. Presented to the NUA Management Team, Annual Believe to Achieve Conference, National Urban Alliance for Effective Education, Birmingham, AL. (I)
- Lindsey, J. L., & Rafferty, T. J. (2007, March). *Conducting a professional development audit*. Presented at the 2007 Association for Supervision and Curriculum Development Annual Conference, Anaheim, CA. (R)
- Lindsey, J. L., & Rafferty, T. J. (2006, October). *Organizational change research using the Q-Method: Developing a doctoral program*. Presented at the Annual Midwest Educational Research Association Conference, Columbus, OH.
- Mosier, W. (2007, May). *Developmentally appropriate child guidance: Intervention strategies for dealing with challenging behavior that facilitates self-control*. Presented at the West Virginia Office of Maternal, Child and Family Services, Huntington, WV.
- Mosier, W. (2006, November). *Extinguishing disruptive behavior and facilitating self-control while enhancing self-esteem: A guide to interactions with young children*. Presented at the National Association for the Education of Young Children Annual Conference, Atlanta, GA.
- Mosier, W. (2006, October). *Helping young children learn self-control: Implementing 12-steps to positive child guidance*. Presented at Cape May Early Childhood School, Lower Township Elementary Schools, Cape May, NJ.
- Murchú, D. Ó., Carlsen, R., & Weber, R. (2007, March). *Learning to learn and the meaningful use of ICT (Part I and Part II)*. Presented at the Society for Information Technology & Teacher Education International Conference, San Antonio, TX.
- Newman, I., Newman, D. O., Seidel, K., Ridenour, C. S., & Franco, M. S. (2007, February). *Value-added methods: Identifying the criterion variable (or variables?)*. Presented at the Eastern Educational Research Association 2007 Annual Conference, Clearwater, FL.
- O'Connor, C. R. (2006, October). *Combining two best practices to form the best of both worlds: Introducing CALEA*. Paper presented at the Mid-Western Educational Research Association Annual Conference, Columbus, OH.
- O'Connor, C. R., & Bowman, C. (2006, October). *The Ohio Literacy Specialist Project: A partnership of many*. Paper presented at the National Network for Educational Renewal Annual Conference, Cincinnati, OH.
- O'Connor, C., & Renick, P. R. (2006, October). *Included or not: A survey of pre-service teachers' perceptions of diversity*. Presented at the National Network for Educational Renewal 2006 Annual Conference, Cincinnati, OH.
- Ramey, L. K. (2007, April). *Examining key elements of outdoor experiences during childhood*. Presented at the Environmental Education Council of Ohio, Dayton, OH.
- Renick, P. R., Finegan, C. & Snipe, T. (2006, October). *Advancing social justice in the college classroom by using nurturing pedagogies: A resource book for professors*. Presented at the National Network for Educational Renewal 2006 Annual Conference, Cincinnati, OH.

- Roby, D. (2006, November). *Leadership skill analysis of teachers in western Ohio*. Presented at the Association for the Advancement of Educational Research Annual Meeting, Hutchinson Island, FL.
- Schatmeyer, K. (2006, October). *Update on children's literature*. Presented at the Ohio Council of the International Reading Association, Youngstown, OH.
- Schatmeyer, K. (2006, October). *Update on children's literature*. Presented at the Third Annual Children's Literature Conference, Dayton, OH.
- Schatmeyer, K. (2006, May). *Leadership for literacy: The principal as a member of the Instructional Leadership Team (ILT)*. Presented at the International Reading Association, Chicago, IL.
- Seidel, K., & Franco, M. S. (2006, October). *"Value-added" in the districts*. Presented at the Ohio Council of Professors of Educational Administration 2006 Conference, Ashland University, Ohio.
- Self, E. F., Henderson, P., & Jones, M. A. (2007, March). *Supervising procedures for evaluating multicultural competencies in counselor trainees: From admissions to matriculation*. Presented at the American Counseling Association Annual Convention. Detroit, MI. (R)
- Stover, S., Dona, E., & Keener, C. D. (2007, March). *Mobile learning strategies*. Presented at the Ohio Learning Network Institute, Oxford, OH.
- Tromski-Klingshirn, D., Carlsen, R., Lindsey, J. L., Finegan, C., & Rafferty, T. (2006, October). *The Clearness Committee: Renewing the self within the circle of others*. Presented at the annual meeting of the National Network of Educational Renewal, Cincinnati, OH. (R)
- Tromski-Klingshirn, D., Parish, B., Buchanan, G., & Estes, A. (2006, November). *From case manager to professional counselor: Helping students/supervisees transition*. Presented at the All Ohio Counselors' Conference, Columbus, OH.
- Veres, M. (2007, April). *Creating meaningful learning through new technologies: A journey*. Presented at the 18th Annual Conference on College Teaching and Learning, Jacksonville, FL.
- Veres, M. (2007, February). *Emerging technologies*. Presented at the Annual TechFest Conference, Dayton, OH.
- Wagner Williams, C. A., Keferl, J., Garner, B., Hastings, B., McKinney, K., Mohr, A., & Nugent, A. (2007, June). *The code of ethics for undergraduate rehabilitation students*. Presented at the Third Annual Conference on Undergraduate Education of Rehabilitation Programs, University Park, PA.
- Wagner Williams, C., La Forge, J., & Keferl, J. (2007, March). *Online counseling: The good, bad, and ugly*. Presented at the American Counseling Association Conference, Detroit, MI.
- Wagner Williams, C., La Forge, J., & Keferl, J. (2006, October). *Online Counseling: The good, bad, and ugly*. Presented at the National Rehabilitation Counseling Association Professional Symposium, Albuquerque, NM.
- Wagner Williams, C. A., & Robertson, R. (2006, October). *Advantages of the undergraduate registry for state agencies*. Presented at the Council of State Vocational Rehabilitation Administrators/National Council on Rehabilitation Education, Washington, DC. (I) (R)
- Wagner Williams, C. A., White, Byers, K., Moorehouse, M., & Pomeranz, J. (2007, February). *Disability management and labor unions: Results of a national survey of disability management specialists and applying Computer Adapted Testing (CAT) to vocational instruments*. Presented and moderated at the National Council on Rehabilitation Education Conference, Diego, CA. (I)
- Wang, L., Seidel, K., & Franco, M. S. (2006, November). *Rethinking value-added methodology for standards-based accountability assessment: Does it deliver what it promises?* Presented at the International Conference of Educational Evaluation, Taipei, Taiwan.
- Willis, D., Sprague, D., Schrum, L., Maddux, C., Weber, R., Carlsen, R., McFerrin, K., & Bell, L. (2007, March). *Meet the editors*. Presented at the Society for Information Technology & Teacher Education International Conference, San Antonio, TX.

Reports

- Helms, R. (2007, June). *National History Day Institute report*. Dayton, OH: Wright State University, Department of Teacher Education.
- Helms, R. (2006, December). *Implementing Ohio's teaching standards: Developing an alignment system*. Columbus, OH: Ohio Department of Education.
- Helms, R. (2006, September), *National History Day Institute report*. Dayton, OH: Wright State University, Department of Teacher Education.
- Lindsey, J. L. (2006). *Phase II research report for the ninth grade career exploration guarantee project*. Dayton, OH: Ohio Department of Education and Ohio Board of Regents.
- Mathews, S. (2006). *Evaluator's report: Mathematics and Physical Science Improving Teacher Quality Grant*. Columbus, OH: Ohio Board of Regents.
- McLellan, M., Phillips, J., & Helms, R. (2006). *History success kit*. Dayton, OH: ThinkTV.
- Wagner Williams, C. A. (2007). *Undergraduate rehabilitation services registry report*. Carbondale, IL: Council for Undergraduate Education.

Wright State University

Report on the Quality of Teacher Preparation

Academic Year 2005–2006

Testing Period: 9/1/2005–8/31/2006

Provided in compliance with the requirements of the
Title II Higher Education Act.

College of Education and Human Services (Fall 2006)

Teacher Preparation

The College of Education and Human Services (CEHS) offers more than 50 majors in pre K–12 education leading to provisional licensure in Ohio. Master's degrees are offered in many areas of specialization, an Ed.S. program in school administration, a school counseling program, and a post-baccalaureate program for licensure candidates who wish to practice the art and science of teaching in the classroom for an entire school year.

Student Characteristics

The College of Education and Human Services has a total enrollment of 2,389 students; 46 percent are enrolled in graduate programs. The majority of students are female, “nontraditional” age, commuter students. The average undergraduate grade-point average (GPA) of a student admitted to a teacher education program was 3.22, with the average GPA for admitted graduate students at 3.41.

Admission Requirements

Undergraduate admission requirements include the completion of 45 quarter hours with a minimum 2.5 grade-point average, a writing sample, and an interview with a faculty advisor. Undergraduates must also demonstrate successful scores on the Praxis I basic skills test in reading, writing and mathematics. In addition to the formal application process described above, requirements for admission to a graduate program include a 2.7 grade-point average and successful scores on the content area, Praxis II specialty area exam(s).

State Approval and Accreditation

The Teacher Preparation Program at Wright State University is approved by the Ohio Department of Education and is accredited by the National Council for Accreditation of Teacher Education (NCATE).

HEA—Title II 2005–2006 Academic Year

Institution Name: Wright State University Institution Code: 1179 Number of Program Completers Submitted: 363

State: Ohio Number of Program Completers Found, Matched, and Used in Passing Rate Calculations¹: 363

Type of Assessment ⁷	Assessment	Number Taking	Number Passing	Institutional	Statewide	National
	Code Number	Assessment	Assessment	Pass Rate	Pass Rate	Pass Rate ²
Professional Knowledge						
Principles of Learning & Teaching Early Child.	521	136	135	99%	99%	
Principles of Learning & Teaching K-6	522	7			97%	74%
Principles of Learning & Teaching 5-9	523	79	74	94%	97%	64%
Principles of Learning & Teaching 7-12	524	123	117	95%	97%	80%
Academic Content Areas						
Early Childhood Education	020	8			98%	85%
Education of Young Children	021	135	135	100%	98%	94%
English Lang Lit Comp Content Knowledge	041	17	17	100%	98%	70%
Middle School Language Arts	049	30	30	100%	98%	85%
Mathematics: Content Knowledge	061	5			98%	60%
Middle School Mathematics	069	34	34	100%	98%	85%
Middle School Science	439	22	22	100%	98%	79%
Middle School Social Studies	089	42	41	98%	98%	78%
Social Studies: Content Knowledge	081	20	20	100%	98%	72%
Physical Ed: Content Knowledge	091	19	16	84%	98%	62%
Business Education	100	11	11	100%	98%	77%
Music Content Knowledge	113	16	16	100%	98%	81%
Art Content Knowledge	133	7			98%	86%
French Content Knowledge	173	3			98%	82%
Spanish Content Knowledge	191	4			98%	79%
Biology Content Knowledge	235	3			98%	74%
Chemistry Content Knowledge	245	1			95%	69%
Other Content Areas						
Library/Media Specialist	310	2				91%
Health Education	550	20	20	100%	100%	100%
Marketing Education	560	1			100%	100%
Teaching Special Populations						
SE Knowledge-Based Core Principles	351	38	38	100%	97%	77%

¹ The number of program completers found, matched, and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² The national passing rate is calculated at Ohio's cut scores, which are among the highest in the nation. For instance, Ohio requires the highest cut score in Principles of Learning and Teaching 5–9 (middle childhood) and ranks second in Principles of Learning and Teaching in K–6 and 7–12 (adolescent/young adult).

Type of Assessment ³	Number Taking Assessment ⁴	Number Passing Assessment ⁵	Institutional Pass Rate	Statewide Pass Rate
Aggregate—Professional Knowledge	345	333	97%	97%
Aggregate—Academic Content Areas (Math, English, Biology, etc.)	376	372	99%	98%
Aggregate—Other Content Areas (Career/Technical Education, Health Educations, etc.)	23	23	100%	100%
Aggregate—Teaching Special Populations (Special Education, ELS, etc.)	38	38	100%	97%
Aggregate—Performance Assessments				
Summary Totals and Pass Rates⁶	359	347	97%	95%

³ Institutions and/or states did not require the assessments within an aggregate where data cells are blank.

⁴ Number of completers who took one or more tests in a category and within their area of specialization.

⁵ Number who passed all tests they took in a category and within their area of specialization.

⁶ Summary Totals and Pass Rate.

⁷ If no assessments are reported, the type of assessment has been removed from this table.

CEHS Program Information

- The average undergraduate GPA of a student admitted to a teacher preparation program was 3.22.
- The average graduate GPA of a student admitted to a teacher preparation program was 3.41.
- In reporting year 2005–2006, 363 students completed an initial teacher preparation program and took one or more required exams.
- The total number of newly admitted students into teacher preparation programs, all specializations, in reporting year 2005–2006 was 775.
- The total enrollment in all teacher education programs, regardless of academic standing, was 1,247.
- The total number of students in supervised student teaching was 423.

The data below is information on the number of faculty in professional education:

- 24 were full-time faculty in professional education.
- 15 were part-time faculty in education but full-time at WSU.
- 19 were part-time faculty in education and not otherwise employed at WSU.
- The total number of supervising faculty for student teachers during 2005–2006 was 54.
- The student/faculty ratio in supervised student teaching was 8 to 1.
- The average hours per week required in student teaching was 30.
- The total number of weeks required in student teaching was 11.
- The total number of hours required in student teaching was 330.

Special Features and Notable Accomplishments

Wright State education graduates have been named Ohio Teacher of the Year in four of the last 13 years. Recognition at state and national levels includes three recipients of the Christa McAuliffe Fellowship, the Ohio Governor's Leadership Award, Ohio Department of Education Family Partnership Award, Disney's American Teacher Award, the Milken Family Foundation National Educator Award, and the Presidential Award for Excellence in Science Teaching.

Thirteen WSU faculty hold joint appointments between the colleges of Education and Human Services, Liberal Arts, and Science and Mathematics. This collaboration has contributed to:

- the nationally recognized Creating Laboratory Access for Students in Science (C.L.A.S.S.) Project, a unique program designed to bring together teachers and students with disabilities and demonstrate how teachers can adapt science classes for students with special needs;
- regional initiatives designed to provide opportunities for the educational community to work together to address concerns related to the teaching and learning of science and mathematics in Ohio such as the Model Schools Science and Math Initiative, the West Ohio EXCEL Center for Excellence in Science and Mathematics Education, and Project SUSTAIN;
- WSU's unique partnerships, which have contributed to our ability to increase the subject matter knowledge and teaching skills of mathematics and science teachers through our participation in the Mathematics and Science Partnerships Program and its Ohio Mathematics Academy Program (OMAP) and Ohio Science Institute (OSI);
- our ability to develop alternative licensure programs for mid-career professionals in cooperation with the Montgomery and Clark County Educational Service Centers (OCALP and CORE II).

WSU collaborates with schools, community colleges, and human services agencies in the greater Miami Valley as part of the Diversity in Teaching and Teacher Education Initiative.

CEHS Grant Funds Awarded

Total amount of grant funds awarded involving CEHS faculty and staff: \$2,521,308.

<i>Title</i>	<i>Principal Investigator</i>	<i>CEHS Office</i>	<i>Period</i>	<i>Sponsor</i>	<i>Account</i>	<i>Amount</i>
Adaptive Lab DVD	Carol Wagner Williams	Department of Human Services	12/06–6/07	CEHS Faculty Development Grant	250008	\$1,000
Building a Faculty and Staff Diversity Resources Collection	Patricia Renick	Department of Teacher Education	12/06–6/07	CEHS Faculty Development Grant	250008	\$1,000
Capacity–Building Faculty Support	Stephanie Davis	Department of Educational Leadership	7/06–6/07	Ohio Department of Education	666627	\$105,000
Case Study of the Impact of Technology in the Delivery of Graduate Courses for Educators	Suzanne Franco	Department of Educational Leadership	12/06–06/07	CEHS Faculty Development Grant	250008	\$1,000
Collaborative University Approach to Training in Adapted Physical Education with Emphasis on Low-Incidence Populations	G. William Gayle,	Department of Health, Physical Education, and Recreation	9/06–8/07	Ohio State University	665384	\$74,000
Create a Classroom that Moves!	Marietta A. Langlois	Department of Health, Physical Education and Recreation	6/06–5/07	Xenia Community School District	666644	\$28,444
Creation of Scientific Thought and Method, SM 101	Kathleen Koenig	Department of Teacher Education	07/06–06/07	Wright State Teaching Enhancement Award	213035	\$15,000
Delivering On-Line Professional Development Courses to a New Population of K–12 Teachers	William Slattery Rebecca Teed	Department of Teacher Education (Awarded through the College of Science and Mathematics)	6/07–10/09	Institute for Global Environmental Strategies, Inc.	666911	\$40,000
ECXEL Center of Excellence—Western Region	Beth Basista Susann Mathews	Department of Teacher Education (Awarded through the College of Science and Mathematics)	7/06–6/08	Ohio Board of Regents	666620	\$200,000

Title	Principal Investigator	CEHS Office	Period	Sponsor	Account	Amount
Effects of Orthostatic-Induced Hypotension on Pain	Karen Wonders	Department of Health, Physical Education, and Recreation	4/07-6/08	Wright State University Research Incentive Grant	251420	\$10,000
Expanding the Pool of Qualified Teachers for Ohio's Schools	Burga R. Jung	Department of Teacher Education	7/06-9/06	Ohio Department of Education	666692	\$120,000
Expanding the Pool of Qualified Teachers for Ohio's Schools (Project Manager)	Gregory R. Bernhardt	Office of the Dean	7/06-9/07	Ohio Department of Education	666649	\$27,000
Links to Leadership—Enhancement of Teaching and Learning	Colleen Finegan Rochelle Garner Ken Rosengarten William Slattery	Department of Teacher Education, Department of Educational Leadership, Lake Campus	7/06-6/07	Wright State University Teaching Enhancement Grant	213032	\$20,000
Life Science, Physical Science and Mathematics Professional Development Project for Grades 6-11 Teachers	James Tomlin Beth Basista Lisa Kenyon Suzanne Franco	Department of Teacher Education, Department of Educational Leadership	1/07-5/08	Ohio Board of Regents Title II	666818	\$202,655
Literacy Education Partnership Field Faculty Network	Richele O'Connor	Department of Teacher Education	7/06-6/07	John Carroll University	666629	\$91,939
Ohio Mathematics Academy Program (OMAP)	Michelle Reed Susann Mathews	Department of Teacher Education (Awarded through the College of Science and Mathematics)	7/06-6/07	Ohio Department of Education	666639	\$255,286
Ohio Science Institute Program	Kathleen Koenig Beth Basista	Department of Teacher Education (Awarded through the College of Science and Mathematics)	7/06-6/07	Ohio Department of Education	666637	\$242,560
Partners in Integrated Earth Systems Science	Suzanne Lunsford William Slattery Charles Champaglio Rebecca Reed	Department of Teacher Education (Awarded through the College of Science and Mathematics.)	1/07-5/08	Ohio Board of Regents Title II	666852	\$65,317

Title	Principal Investigator	CEHS Office	Period	Sponsor	Account	Amount
Praxis III Regional Assessment Center	Michael L. Barnhart	Office of the Dean	7/06–6/07	Ohio Department of Education	666626	\$505,317
Preparing for National History Day	Ronald Helms	Department of Teacher Education	12/06–6/07	CEHS Faculty Development Grant	250008	\$1,000
Professional Development to Design and Implement Blended Online and Conventionally Offered Organizational Leadership Courses	Roger Carlsen	Department of Educational Leadership	12/06–6/07	CEHS Faculty Development Grant	250008	\$1,000
Reading Recovery	Jacqueline Collier	Department of Teacher Education	7/06–6/07	Ohio Department of Education	666630	\$116,972
The Reading First—Ohio Center	Kenneth Schatmeyer	Department of Teacher Education	7/06–6/07	Cleveland State University	666628	\$47,000
Regional Value Added Specialist	Jacqueline Collier	Department of Teacher Education	9/05–8/07	Battelle for Kids	666515	\$9,500
Science & Math Academics for Teachers Through EXCEL	Beth Basista James Tomlin Brian Boyd	Department of Teacher Education (Awarded through the College of Science and Mathematics.)	3/07–6/07	Ohio Department of Education	666813	\$122,619
Track 1, GK-12: Inquiry-based Approaches to Earth System Science	William Slattery	Department of Teacher Education (Awarded through the College of Science and Mathematics.)	3/06–2/07 3/07–2/08	Kent State University	666173	\$11,074 \$14,699
Training Licensed Educators to Become Intervention Specialists for Ohio	James Dunne Catherine Keener	Department of Teacher Education	7/06–9/07	Ohio Department of Education	666578	\$200,000
Traumatic Brain Injury Documentary	Carol Wagner Williams	Department of Human Services	4/07–6/08	Wright State University Professional Development Grant	251659	\$3,000
Total Grant Activity	\$2,521,308					

CEHS

Strategic Plan 2003–2008

Planning Committee

Name	Title	Office
Greg Bernhardt	Dean	Office of the Dean
Anne Carone	Director	Educational Resource Center
Donna Cole	Director	Office of Professional Field Experiences
Valerie Doll	Assistant Dean	Office of the Dean
Linda Dunbar	Senior Secretary	Department of Teacher Education
Steve Fortson	Chair	Department of Human Services
Steve Frederick	Chair	Department of Health, Physical Education, and Recreation
Glenn Graham	Professor	Department of Educational Leadership
Grant Hambright	Assistant Professor	Department of Educational Leadership
Steve Hansell	Chair	Department of Teacher Education
Mary Jean Henry	Administrative Secretary	Classified Staff Representative
Doris Johnson	Assistant Professor	Faculty Senate Representative
Joe Keferl	Assistant Professor	Department of Human Services
Jan La Forge	Professor	Department of Human Services
Marietta Langlois	Assistant Professor	Department of Health, Physical Education, and Recreation
Bonnie Mathies	Associate Dean	Office of the Dean
Chris Murphy	Director	Office of Student Services
June Ovington	Chair	Department of Educational Leadership
Drew Pringle	Chair	Department of Health, Physical Education, and Recreation
Linda Ramey	Associate Professor	Department of Teacher Education
Charles Ryan	Director	Office of Graduate Programs
Don Walls	Director	Division of Professional Development
Kevin Watson	Assistant Dean	Office of the Dean

College of Education and Human Services

Mission Statement: Preparing professionals to meet the educational, leadership, and human services needs of a diverse, democratic society.

Vision Statement: The College of Education and Human Services at Wright State University is an influential force in Ohio and beyond for preparing high quality professionals who are change agents in society. Student learning is established on principles of innovation, critical evaluation, and research. The college's collaborations foster dynamic, lifelong learning environments both on campus and in the community that position the college to identify and redesign itself to impact emergent needs.

GOAL 1

ENHANCE OUR DISTINCTIVE LEARNING EXPERIENCE TO RECRUIT AND RETAIN A DIVERSITY OF STUDENTS FROM THE REGION AND BEYOND.

ABSTRACT: Strengthen the focus on students' success and their future beyond the University; recruit and nurture distinguished faculty who integrate teaching, research and service; support student-centered faculty and staff; market the University by capitalizing on our distinctive strengths in programs, faculty, staff and facilities; and strengthen programs to meet emerging needs.

Objective A: Expand marketing and recruitment efforts in the region and beyond, including out of state.			
Strategy (in priority order)	Outcome Measure	Timeframe	Champion
<i>Target marketing and recruitment of selected programs.</i> Action #1 – The CEHS Director of Student Services will assemble a representative committee of faculty and staff to examine and target programs for specific marketing campaigns.	Increased enrollment Increased visibility and reputation	2003-04 decide yearly focus 04-05 05-06 06-07 07-08	CEHS Director of Student Services •Faculty program advisors
Objective B: Diversify and enrich curriculum and make it more accessible, responsive, and flexible.			
Strategy	Outcome Measure	Timeframe	Champion
<i>Explore flexible multiple delivery systems; e.g. IVDL, web-based courses, video streaming, weekend scheduling</i> Action #1 – The Associate Dean will convene faculty and staff to explore flexible program delivery systems; e.g. adult learning modules, experienced-based credit, testing out of courses, blocks of time	Increased enrollment Enhanced flexible curriculum and learning experiences Maintain or increase pass rate of certification and/or licensure exams Student satisfaction with instruction will increase and/or be maintained at a high level	2003-04; ongoing	CEHS Associate Dean •CEHS Technology Committee •CEHS Department Chairs
<i>Explore alternative credit options; e.g. life experience, portfolios</i> Action #1 – The Associate Dean will oversee exploration of alternative credit options with department chairs and program faculty.	Increased enrollment	2003-04; ongoing	CEHS Associate Dean •CEHS Department Chairs •CEHS curriculum committees
<i>Continue development and support of accessible, appropriate adaptive lab space</i> Action #1 – The CEHS Adaptive Lab Committee will meet and work out details for operation, program and support needs.	Increased lab usage numbers Increased inclusion of adaptive lab in curriculum experiences	2003-04; ongoing	CEHS Adaptive Lab Committee Chair • CEHS Tech Support •Grant officer

Objective C: Recruit and retain a nationally/regionally diverse, student-centered faculty and staff.			
Strategy	Outcome Measure	Timeframe	Champion
<i>Promote the Greater Miami Valley area in order to market our collegiate work and community environment.</i> <u>Action #1</u> – The Dean will develop an excellent set of recruitment materials that highlight program excellence and the Greater Miami Valley	Increased numbers of faculty Increased diversity of faculty and staff	Materials will be available Fall 2004	CEHS Dean in cooperation with •CEHS Assistant Dean for Administration •CEHS Department Chairs •ERC Director •WSU Communication and Marketing •Director of CEHS Graduate Programs
<i>Support a diverse staff and faculty by mentoring junior faculty through the P&T process and providing professional development opportunities.</i> <u>Action #1</u> – Build a sense of community through professional development opportunities and shared experiences.	Increased job satisfaction Increased number of faculty who are tenured and attain full professor rank	2003-04; ongoing	CEHS Diversity Committee Department Chairs Directors Deans
Objective D: Enhance the academic success of students by creating a student-centered environment, improving upon current facilities, programs, co-curricular activities and technology.			
Strategy	Outcome Measure	Timeframe	Champion
<i>Continue to model and adapt state of the art “customer service” strategies:</i> <ul style="list-style-type: none"> • create faculty and staff cohesion on this type of orientation • develop models of “best practice” <u>Action #1</u> – Develop a ‘point of contact’ assessment tool <u>Action #2</u> – Develop a college culture that has a customer service (student-centered) orientation.	Increased customer satisfaction by students and community Enhanced CEHS reputation within the community and the national education arena Increased opportunities for collaboration	2003-04; ongoing	Director of CEHS Student Services •CEHS Department Chairs •ERC Director •Director of OPFE •Director of CEHS Graduate Programs

GOAL 2**EXPAND OUR PARTNERSHIPS THROUGH EXTERNAL FUNDING AND COLLABORATIVE SCHOLARSHIP BOTH REGIONALLY AND GLOBALLY**

ABSTRACT: WSU will increase our high quality research/scholarship by deepening partnerships leading to increased extramural support. The desired outcome includes enhanced national and international visibility.

Objective A: Enhance and expand facilities and infrastructure for research, scholarship and learning through increased extramural and intramural support.			
Strategy (in priority order)	Outcome Measure	Timeframe	Champion
<i>Establish a grant development office/funding expert</i> <ul style="list-style-type: none"> • locating funding • grant writing • dollars to leverage existing resources <p><u>Action #1</u> – Develop a job description. Consider collaborating with another WSU college/unit. <u>Action #2</u> – Identify and apply for potential funding resources. <u>Action #3</u> – Conduct a search</p>	Increased number of awards/gifts	2004-05; ongoing	CEHS Dean
		2003-04	CEHS Dean
		2003-04	CEHS faculty
		2004-05	CEHS Dean
<i>Identify internal/external research priorities and then allocate and develop space and resources. (Development over time)</i> <ul style="list-style-type: none"> • target external funding sources • Review policies relating to GAs, TAs, Ras • Faculty generated grants to support graduate students • Scholarships for top students • Alter existing usage of space and resources <p><u>Action #1</u> – Survey faculty for priorities and create a focus or ranking of priorities for research. Survey faculty on GA, TA, or RA usage <u>Action #2</u> – Conduct research with appropriate assistance and funding for GAs <u>Action #3</u> – Incorporate research priorities into the curriculum, professional development, promotion and tenure, and promotion of CEHS/WSU</p>	Increased scholarly productivity by faculty Enhanced curriculum Enhanced reputation of CEHS and faculty Increased enrollment in graduate programs Increased collaboration (collaborative) experiences for students and faculty	2004-05; ongoing	CEHS Dean <ul style="list-style-type: none"> • Director CEHS Graduate Programs • Department Chairs • CEHS curriculum committees • Grant office
Objective B: Develop collaborative scholarship and centers of excellence.			
Strategy	Outcome Measure	Timeframe	Champion
<i>Develop a cooperative doctorate with other universities</i> <p><u>Action #1</u> – Identify potential cooperative doctorate programs <u>Action #2</u> – Contact potential partners. Gain CEHS and WSU support and initiate conversations with the OBR.</p>	Increased enrollment in graduate programs Enhanced reputation of CEHS Faculty doctoral program experience acquired	2003-04; ongoing	CEHS Director of Graduate Programs <ul style="list-style-type: none"> • CEHS Dean • Dept. Chairs

<p><i>Assess existing partnerships with schools, agencies, and post-secondary institutions.</i></p> <ul style="list-style-type: none"> • <i>Clinical field placements</i> • <i>Grants</i> • <i>Pilot sites</i> <p><u>Action #1</u> - Extend and strengthen relationships through field placements, service on advisory committees and boards, and collaborative grant opportunities focusing on the research of exemplary practice in teaching and learning.</p>	<p>Increased collaboration Enriched curriculum Increased WSU/CEHS presence in the community Documentation that teacher preparation does make the difference in providing quality professionals for roles in the schools.</p>	2003-04; ongoing	<p>Partnership Coordinator</p> <ul style="list-style-type: none"> • Director of OPFE • Co-Directors/Clinical Practice • Partnership Steering Committee
<p><i>Explore the use of technology-based professional development opportunities, e.g. elementK, IVDL</i></p> <p><u>Action #1</u> – Survey the needs of faculty, graduate assistants, staff and in-service professionals. <u>Action #2</u> – Plan and implement professional development activities <u>Action #3</u> – Review and evaluate CEHS professional development activities</p>	<p>Increased opportunities for technology –based professional development Increased technology skills and knowledge by faculty, staff and in-service professionals Increased productivity and efficiency in unit operations Enhanced integration of technology in the classroom</p>	2003-04; ongoing	<p>CEHS Technology Committee</p> <ul style="list-style-type: none"> • CEHS Department Chairs • DPD • EdLink12
<p>Objective C: Increase investment in human capital responsible for collaborative scholarship and extramural support through appropriate incentives, recruitment, retention and professional development.</p>			
Strategy	Outcome Measure	Timeframe	Champion
<p><i>Provide incentives for faculty:</i></p> <ul style="list-style-type: none"> • <i>teaching load (research continuum)</i> • <i>incentive to do large projects</i> • <i>financial</i> • <i>collaboration incentives (multi-university)</i> • <i>designate appropriate lab space</i> <p><u>Action #1</u> – adjust teaching loads when appropriate to encourage and promote scholarship. Offer initial funding for research activities</p>	<p>Increased job satisfaction Increased scholarly productivity Enriched curriculum and learning experiences for students Enhanced reputation of WSU/CEHS programs and faculty</p>	2004-05; ongoing	<p>CEHS Dean</p> <ul style="list-style-type: none"> • CEHS Dean's Cabinet • Department Chairs • Grant office
<p><i>Provide professional development opportunities for faculty and staff</i></p> <p><u>Action #1</u> – Publicize existing opportunities to faculty and staff. Survey faculty and staff for their professional development needs. <u>Action #2</u> – Develop and implement programs to meet the needs of faculty and staff</p>	<p>Increased job productivity and opportunities</p>	2003-04; ongoing	<p>Director of DPD</p> <ul style="list-style-type: none"> • CEHS Department Chairs • CEHS Technical Support • ERC Director • LPDC Committee
<p><i>Create an endowed chair for research</i></p> <p><u>Action #1</u> – Create an Endowed Chair Advisory Committee (e.g. investigate endowed chair practices at other institutions, identify external funding to support an endowed chair and conduct a search.</p>	<p>Increased number of research awards Increased reputation of WSU, CEHS and faculty Increased faculty scholarly productivity</p>	2004-05; ongoing	<p>CEHS Dean</p> <ul style="list-style-type: none"> • CEHS alumni • Endowed Chair Advisory Committee • Grant officer

GOAL 3**EXTEND OUR ENGAGEMENT WITH GOVERNMENT, BUSINESS AND NON-PROFITS TO FOCUS ON EMERGING AREAS OF NEED.**

ABSTRACT: WSU will broaden and enrich partnerships that engage the total university in meeting developing needs. As a citizen of our communities, WSU will lend our knowledge and expertise becoming a role model for other university-community relationships.

Objective A: Increase the opportunities for community engagement within the curriculum.			
Strategy (in priority order)	Outcome Measure	Timeframe	Champion
<i>Increase the involvement of agency and school personnel in steering committees to analyze student preparation.</i> <u>Action #1</u> – Identify appropriate agencies and schools <u>Action #2</u> – Invite agency and school personnel <u>Action #3</u> – Hold meetings and discussions, keeping minutes	Enhanced linkages to curriculum More job opportunities for graduates	2003 ongoing to 2008	CEHS Department Chairs • program faculty
<i>Develop or revitalize department advisory committees to discuss program improvement; e.g. Business & Industry Advisory Committee</i> <u>Action #1</u> – If no committee exists, form a committee. <u>Action #2</u> – Hold meetings and discussion, keeping minutes	Enhanced linkages to curriculum More job opportunities for graduates	2003 ongoing to 2008	CEHS Department Chairs •CEHS Program Advisors
<i>Solicit community leaders to participate and/or be guest speakers in our classes.</i> <u>Action #1</u> – Identify community leaders and create a database/resource list <u>Action #2</u> – Use these community leaders in classes where appropriate <u>Action #3</u> – Explore indicators of appreciation for these community leaders/speakers	Enhanced linkages to curriculum More job opportunities for graduates	2003 ongoing to 2008	Partnership Coordinator
<i>Develop a database of community resources for faculty and student utilization.</i> <u>Action #1</u> – Identify the resources <u>Action #2</u> – Retain the database in the ERC	Enhanced linkages to curriculum	2003 ongoing to 2008	Partnership Coordinator •ERC Director
<i>Host professionals from agencies, schools and business on a rotating basis for weekend retreats (e.g. share best practices)</i> <u>Action #1</u> – Identify personnel <u>Action #2</u> – Plan and coordinate retreats	Enhanced linkages to curriculum Enhanced CEHS presence within the Miami Valley region	2003 ongoing to 2008	Dean's Office • Department Chairs • Directors (DPD and LPDCs)
Objective B: Encourage and support increased participation of faculty, staff and students in community service and leadership.			
Strategy	Outcome Measure	Timeframe	Champion
<i>Identify themes or causes to focus the support and collaboration with partner schools, agencies, and university communities through a service commitment.</i> <u>Action #1</u> – Individual units should identify themes/causes <u>Action #2</u> – Redefine partnership(s)	Increased collaboration with external contacts Enhanced linkages to curriculum	2004-05; ongoing	Director of OPFE •Partnership Coordinator •CEHS Department Chairs • Program Coordinators

Explore a center for educational testing (e.g. NATA, CAPE, etc.) <u>Action #1</u> – Investigate opportunities via a feasibility study <u>Action #2</u> – If appropriate, create a center and begin testing	Increased visibility and support Enhanced linkages to curriculum	2005-06; ongoing	Chair, HPR •CEHS Department Chairs
Encourage and support CEHS personnel seeking positions on local, state, school and agency boards. <u>Action #1</u> – Create a list of current CEHS membership on boards	Enhanced CEHS presence within the Miami Valley region and beyond Membership visible on annual evaluations	2003-04; ongoing	All CEHS faculty/staff
Objective C: Enhance the quantity and quality of dialogue with our various communities (e.g. multi-disciplinary forums, think tanks, symposia, etc.)			
Strategy	Outcome Measure	Timeframe	Champion
Continue and enhance EdLink12 activities (include faculty in EdLink12 communication) <u>Action #1</u> – Create a newsletter (print or electronic) for communication purposes <u>Action #2</u> – EdLink12 marketed to advisory committees and community leaders (see Objective A)	Increased collaboration to market our programs Enhanced linkages to curriculum: relevant and accountable	2003-04; ongoing	Director of EdLink12 •Director of DPD

College Bylaws

Approved September 12, 2002

Amended October 29, 2004

Amended March 30, 2005

Amended June 13, 2005

Amended September 21, 2006

Amended June 21, 2007

Article I. College of Education and Human Services (CEHS) Faculty

Preamble

It is recognized that College Faculty are qualified to participate in the governance of the College, particularly with respect to academic matters. It is also recognized that College Faculty members provide valuable contributions to all levels of the college administration. Participation in governance consists of giving advice, making recommendations, and contributing to the establishment of bylaws as set forth in the Collective Bargaining Agreement (CBA). The College Faculty recognize the necessity of participating in departmental and college matters and acknowledge the important collegial relationships that must exist between the College Faculty, the Department Chairs, and the Dean. Consequently, it is hereby agreed that this document represents the CEHS College Bylaws specifying procedures for the participation by the College Faculty in the governance of the college.

Section 1. Membership

The CEHS Faculty will comprise all full-time bargaining unit and non-bargaining unit faculty members including those joint-appointment faculty with a majority of their appointment in CEHS.

Section 2. Faculty Meetings

A regular meeting of the CEHS Faculty will be called during the fall, winter, and spring quarters of each academic year. Special meetings may be called during the fall, winter, and spring quarters by the CEHS Senate upon submission of a petition signed by at least 25 percent of the CEHS Faculty or at the discretion of the CEHS Senate Chair. Further, the Dean may call special meetings should the need arise.

Section 3. Officers

The officers of the CEHS Faculty will be the Chair of the CEHS Senate, the Chair-elect, the Past-Chair and representatives from the departments.

Section 4. Conduct of CEHS Faculty Meetings

(1) The Chair of the CEHS Senate or her/his designated representative will preside at meetings of the CEHS Faculty. Such meetings will be conducted in accordance with the most recent edition of "Robert's Rules of Order, Revised," insofar as they are consistent with these bylaws.

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(2) The agenda for each regular meeting shall be prepared by the CEHS Senate. The agenda will be made available to each member of the CEHS Faculty at least five days prior to the meeting. The regular meeting agenda will include in the following order:

- Approval of minutes
- Report of the Dean
- Report of the CEHS Senate chairperson
- Reports of the CEHS Senate Committees
- Action items
- Reports of committees outside of CEHS
- Other

(3) After all items on the regular agenda have been resolved, additional items (new business) may be brought to the floor for discussion and appropriate action.

(4) Special meetings of the CEHS Faculty called by petition will consider only the item(s) identified in the petition or on the agenda made available to the CEHS Faculty at least five days prior to the special meeting.

(5) Meetings may be held with any number of the members of the CEHS Faculty; however, a quorum for transacting business will be a majority (51%) of the CEHS Faculty with each department represented. If it is determined that business transactions are blocked by department non-attendance, a special meeting will be called and a vote taken regardless of department representation.

Section 5. Powers and Duties

(1) The CEHS Senate, has the power to:

- (a) recommend policies regarding the academic programs, including college requirements and curriculum for all degrees offered by the College.
- (b) investigate, discuss, and make recommendations to any appropriate body within the University regarding any matter of interest to the College:
- (c) appoint such ad hoc committees as may be deemed appropriate.

(2) The CEHS Faculty reserves the right of referendum over all actions of the CEHS Senate.

Article II. The Senate of the College of Education and Human Services

Section 1. Membership

The CEHS Senate will be comprised of eight voting members: one at-large faculty member elected annually by the CEHS faculty; one faculty member of each department elected in staggered, 2-year terms (HS & EDL odd years; HPR & TED even years) in the College excluding the department chairs and elected by the bargaining unit faculty members of each department to serve a term of two years in accordance with the academic calendar and the CEHS Senate Chair, Chair-Elect and Past Chair. The Dean or designated representative serves as an ex officio, non-voting member. The names of the at-large and department representatives will be forwarded to the CEHS Senate no later than April 15 th to insure that there is time for announcement at the Spring Quarter CEHS Faculty meeting. A college wide election will be held in the spring quarter to elect the CEHS Senate Chair-elect to a three-year term. If a member of the CEHS Senate is

continued

elected, that department will elect another member to complete the term. The chair-elect of the CEHS Senate will serve as the secretary of the CEHS Senate and assist the chair as needed. The chair-elect serves as CEHS Senate Chair in the second year of his/her term of office and as past chair in year three.

Section 2. CEHS Senate Meetings

The CEHS Senate will meet monthly during the three academic quarters at a time and place determined by the CEHS Senate, unless, by a majority vote, the CEHS Senate shall otherwise determine as in the case of deciding to conduct business over the summer. Special CEHS Senate meetings may be called by the Chair of the CEHS Senate or upon submission of a petition by at least three members of the CEHS Senate.

Section 3. Conduct of Meetings

The Chair shall preside at the meeting or the Chair-elect in his/her absence. A quorum of the CEHS Senate shall consist of one-half (four members) of the elected membership. Minutes of CEHS Senate meetings will be taken by the secretary (Chair-elect) and circulated with the agenda to the CEHS Faculty prior to the next scheduled meeting of the CEHS Senate. All meetings will be conducted in accordance with the latest edition of "Robert's Rules of Order, Revised."

Section 4. Powers and Duties

Three of the elected faculty representatives may request that an action recommended by the CEHS Senate be placed on the agenda of the next CEHS Faculty meeting.

The CEHS Senate will periodically review and recommend procedures for reviewing chairs and the dean (but not associate nor assistant deans) consistent with the office of the Provost and other University guidelines.

Article III. Committees of the College of Education and Human Services

Section 1. Categories

The following standing committees are hereby established: Curriculum and Academic Policies, Faculty Affairs, Promotion and Tenure, Graduate Studies, Nominations and Elections, Undergraduate Student Affairs, Technology, Diversity, and Local Professional Development.

Section 2. Membership

(1) Composition. Each standing committee will be comprised of five voting members except the Promotion and Tenure Committee and the Local Professional Development Committee shall consist of seven voting members. These members will be drawn from the four departments of the College in the following manner: one faculty member from each college department and one (three for the P & T Committee) at-large member from the college faculty. All members of the Graduate Studies Committee must have associate graduate faculty status or higher. All members of the Promotion and Tenure Committee must be tenured, bargaining unit members or department chairs who hold at least the rank of Associate Professor. The Dean of the College or designated representative will serve as a non-voting member of the Promotion and Tenure committee. In addition, staff and students may serve, as non-voting members, on certain committees as described below.

(2) Members of ad hoc committees (in addition to ones appointed by the Dean) will be appointed by the CEHS Senate.

continued

(3) Each year one member of each standing committee, except the Promotion and Tenure Committee, will be elected by the committee membership to the chair elect for a three-year term. This person shall serve as chair-elect of the committee in their first year and chair in their second year and as past chair in year three. The chair will be responsible at the beginning of their second year term for calling the first meeting of the committee at the earliest possible date in the Fall Quarter. Except for the Faculty Affairs and Promotion and Tenure committees, each committee may also have as members up to two non-voting CEHS majors from the student body.

(4) Elections to fill Chair elect of the CEHS Senate and at large members of CEHS Senate and standing committees shall be according to the following procedure:

(a) An eligible faculty member may nominate him/herself or he/she may be nominated for any number of at large positions, subject to personal approval of each nomination. The departmental list of nominees shall be forwarded to the Nominations and Elections Committee.

(b) The Nominations and Elections Committee will conduct the elections. After CEHS Senate approval, results will be disseminated to CEHS faculty through the office of the Dean. To the extent possible, the procedure should be completed prior to elections and appointments to University committees and councils (usually by May 15th of any year.).

(5) The memberships of the appointed committees will be selected with the following stipulations. Each member of an appointed committee shall have personally indicated an interest in serving on the committee, or service will have been directly and personally solicited by a member of the Nominations and Elections Committee.

Section 3. Powers and Duties

The CEHS Senate and each standing committee, except the Promotion and Tenure Committee, will bear the following relationship to one another in the definition of powers and discharge of duties; the CEHS by-laws will determine the committee's responsibilities. Each committee is directly responsible and accountable to the CEHS Senate. The chair of each committee will report to the CEHS Senate in writing once a quarter and will submit committee recommendations to the CEHS Senate.

(1) Curriculum and Academic Policies Committee

The Curriculum and Academic Policies Committee is composed of an annually elected at-large representative, a representative from each of the four CEHS departments, and may include up to two non-voting CEHS students. The functions of this committee include, but are not limited to reviewing and recommending (a) Course Modification and Course Inventory Requests for undergraduate courses, (b) changes in admission or graduation requirements, (c) licensure program changes, and (d) new undergraduate major and minor programs from CEHS departments. Recommended actions are forwarded to the Dean and then to the chair of the University Undergraduate Curriculum and Academic Policy Committee (UCAPC). The chair of the CEHS Curriculum and Academic Policy committee will also be the College representative to the UCAPC. The committee chair makes a written quarterly report on committee findings, recommendations, and actions to the CEHS Senate. The Associate Dean of CEHS serves as an ex-officio, non-voting member.

(2) Faculty Affairs Committee

The Faculty Affairs Committee is composed of an annually elected at-large representative and a representative from each of the four CEHS departments. The functions of this committee include, but are not limited to reviewing and recommending (a) standards and faculty proposals for the Professional Development Leave program (b) recognition of teaching, scholarship, service excellence, recognition of support staff, and/or community support excellence, (c) faculty development grants, and (d) arrangements for the annual CEHS retreat. The committee chair makes a written quarterly report on committee findings, recommendations, and actions to the CEHS Senate. The Associate Dean of CEHS serves as an ex-officio, non-voting member.

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(3) Promotion and Tenure Committee (P&T)

The Promotion and Tenure Committee is composed of three annually elected at-large representatives and a representative from each of the four CEHS departments. All members of the College Promotion and Tenure Committee must be tenured, hold at least the rank of associate professor, and be a bargaining unit faculty (BUF) member or department chair. Furthermore, the committee will consist of at least two associate professors, at least two full professors, and no more than two representatives from any department. The functions of this committee include, but are not limited to reviewing and recommending CEHS candidates for promotion and/or tenure. The committee chair makes a written quarterly report on committee findings, recommendations, and activities to the CEHS Senate. The college representative to the University P&T Committee is an ex-officio, non-voting member of this committee.

Additional Promotion and Tenure Procedures include the following:

- (1) The Dean or his/her designee must be present in an ex-officio, non-voting role.
- (2) The Dean will convene the committee and a chairperson will be elected from among the voting members.
- (3) The elected committee chair will write a letter describing the committee's support or non-support to be included in the promotion and/or tenure seeking faculty member's P & T file.
- (4) If elected to the committee, department chairs will not vote on candidates from their department.
- (5) All discussions are confidential.
- (6) All votes are written and confidential and are limited to yes or no.
- (7) The Department Promotion and Tenure committee oversees the candidate's preparation of the P&T document and ensures compliance with all required documents listed in the CBA.

(4) Graduate Studies Committee

The Graduate Studies Committee is composed of an annually elected at-large representative, a representative from each of the four CEHS departments, and may include up to two non-voting CEHS students. The functions of this committee include, but are not limited to reviewing and recommending (a) policy and procedures, (b) Graduate Academic and Admission Petitions, (c) licensure, program changes and new degree proposals, (d) Graduate Course Inventory and Course Modification requests, (e) applications from faculty for full Graduate Faculty status, and (f) candidates for graduate scholarships. Committee recommendations are forwarded to the Dean of the School of Graduate Studies and/or CEHS Dean as appropriate. The committee chair makes a written quarterly report on committee findings, recommendations, and actions to the CEHS Senate. The Director of Graduate Programs serves as an ex-officio, non-voting member.

(5) Nominations and Elections Committee

The Nominations and Elections Committee is composed of an annually elected at-large representative and a representative from each of the four CEHS departments, and may include up to two non-voting CEHS students. The functions of this committee include but are not limited to (a) verifying eligibility and confirming interest in committee service, (b) preparing ballots, (c) organizing and conducting elections for all elected positions and councils, (d) notifying the successful candidates of election outcome, and (e) reporting elections results to the CEHS Senate, CEHS faculty and to the Dean. The committee chair makes a written quarterly report on committee findings, recommendations, and actions to the CEHS Senate.

(6) Undergraduate Student Affairs Committee

The Undergraduate Student Affairs Committee is composed of an annually elected at-large representative, a representative from each of the four CEHS departments, and up to two non-voting CEHS students. The functions of this committee include, but are not limited to reviewing and recommending (a) Undergraduate Petitions (exceptions that permit removal of hours and points for courses, late dropping of classes or complete withdrawals and waiving of regulations), (b) formal complaints requiring academic mediation and specifically those involving contested grades and grading procedures, and (c) candidates for undergradu-

continued

ate scholarships. Committee recommendations are forwarded to the Dean for final recommendation to the instructor or other appropriate university officials. The committee chair makes a written quarterly report on committee findings, recommendations, and actions to the CEHS Senate. The Director of Student Services, or designee, serves as an ex-officio, non-voting member.

(7) The Technology Committee

The Technology Committee is composed of an annually elected at-large representative, a representative from each of the four CEHS departments, up to two non-voting CEHS students, and may include (with a majority vote of the committee) non-voting staff from adjunct or support staff positions from within the university. The functions of this committee include, but are not limited to (a) seeking out and transmitting technology related information to the CEHS community of learners, (b) assisting with the development, evaluation, and dissemination of the CEHS Technology Plan, (c) collecting information from CEHS faculty related to technology issues, and (d) ensuring that faculty and staff have access to information about hardware, software and policies related to technology. The committee chair makes a quarterly written report on committee findings, recommendations, and actions to the CEHS Senate. The Associate Dean of CEHS or designee, serves as an ex-officio, non-voting member.

(8) The Diversity Committee

The Diversity Committee is composed of an annually elected at-large college representative, a representative from each of the four CEHS departments, and up to two non-voting CEHS students. The functions of this committee include, but are not limited to reviewing, recommending, and providing (a) leadership, structure, and oversight for implementation and assessment efforts related to the college's commitment to diversity issues and (b) issues of student recruitment, retention, scholarships and college climate. The committee makes a written quarterly report on committee findings, recommendations, and actions to the CEHS Senate. The Assistant Dean for Administration of CEHS and the Director of Student Services or their designees, serve as ex-officio, non-voting members.

(9) The Local Professional Development Committee

The Local Professional Development Committee is composed of seven members, four bargaining unit faculty and three administrators. A representative from each of the four CEHS departments is elected for two-year terms (HS and EDL elected spring of odd years and TED and HPR elected spring of even years). The Dean of CEHS appoints the three administrators. The functions of this committee include, but are not limited to reviewing and approving course work and other professional development activities for full-time and adjunct CEHS faculty and staff to renew certificates/licenses issued by the Ohio Department of Education. This is accomplished by: (a) Establishing operating procedures consistent with Senate Bill 230 and state of Ohio established LPDC practices for the submission and review of Individual Professional Development Plans (IPDPs) by eligible faculty and staff. These procedures include a pre-approval process for IPDPs and a final validation that the IPDP goals have been achieved. (b) Establishing the criteria by which the Committee will review IPDPs. (c) Consistently abiding by state standards and established CEHS LPDC procedures and criteria when reviewing IPDPs. (d) Ensuring that course work and other professional development activities for renewal of certificates/licenses meets standards described in the Quality Professional Development Guidebook as developed by the Ohio LPDC Statewide Advisory Committee and as set forth in the No Child Left Behind Act of 2001. (e) Collecting and disseminating data on professional development opportunities for faculty and staff. (f) Maintaining records of LPDC decisions regarding the Individual Professional Development Plans. The committee chair makes a quarterly written report on committee findings, recommendations, and actions to the CEHS Senate.

Article IV. Selection of the Dean

If a vacancy occurs in the Dean's position, all applications for the position will be made available for faculty review. Candidates' visits to campus will be scheduled in order for faculty to have an opportunity to meet the candidates and provide input to the review process. The Dean's search committee will include at least four bargaining unit faculty members from CEHS.

continued

Article V. Professional Development and Mentoring of New Faculty

Each department will be responsible for mentoring new faculty and assisting faculty in professional development planning.

Article VI. Amendments to the CEHS Bylaws

Amendments may be initiated by (a) the CEHS Senate, (b) by majority vote of the CEHS bargaining unit faculty at a properly called meeting, or (c) by submission to the CEHS Senate of a petition signed by at least 33 percent of the CEHS bargaining unit faculty. No amendment shall be recommended unless distributed in writing to all bargaining unit members of the CEHS Faculty at least two weeks in advance of the meeting when voting occurs. Absentee or mail ballots are not permitted.

Conceptual Framework



Revisions

During the 2006–2007 academic year, revisions were made to the college Conceptual Framework. The process was initiated through the Unit Assessment Committee in conjunction with the refinement of the unit portfolio rubric. The purpose of the refinement was to ensure the Conceptual Framework would reflect all programs within the college, which includes all National Council for Accreditation of Teacher Education (NCATE) as well as all non-NCATE programs.

Modifications to the Conceptual Framework include minor changes to reflect the diversity of CEHS programs. Two such examples are: (1) replacing the phrase “professional school roles” with “professional roles,” since not all CEHS candidates will be working in a school setting, and (2) using the phrase “professional educators/leaders/counselors and candidates” to replace the former phrase “teacher candidates,” since not all candidates are preparing to be teachers.

The revision was shared and approved at the May 30, 2007, Faculty Meeting.

Content Knowledge (Strand 1)

Teacher candidates and candidates for professional roles are knowledgeable in their chosen fields.

This strand represents our commitment to assuring that professional educators/leaders/counselors and candidates are knowledgeable in their chosen fields and can impart this knowledge to help all students/clients learn, achieve goals, or change behaviors. This knowledge is not limited to known and existing information, but includes the ability to generate and understand innovations in the field, and the possession of the skills and dispositions necessary to remain current in the field. Content Knowledge includes a broad general foundation in the arts and sciences, as well as a depth of knowledge appropriate for each level of expertise in a specific field. Content Knowledge is essential for critical thinking and problem solving in a professional role.

Content Knowledge interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Content Knowledge is necessary to make appropriate pedagogical and/or clinical decisions based upon one's knowledge of diverse groups, of technological applications to support learning of behavior change, of emotional intelligence to establish rapport and communicate effectively, and of the qualities and dispositions of a professional educator/leader/counselor.

Pedagogical Content Knowledge (Strand 2)

Teacher candidates and candidates for professional roles demonstrate appropriate pedagogical/clinical content knowledge to help all students/clients learn or achieve goals.

This strand represents our commitment to assuring that professional educators/leaders/counselors and candidates are knowledgeable and able to integrate knowledge of human development, behavior and learning, curriculum, classroom management, and content-appropriate strategies to provide effective intervention, instruction and/or assessment to all students/clients. Pedagogical Content Knowledge is the ability to contextualize classroom practice or clinical practice based upon knowledge of how people learn/change in a particular content area and how that learning or change can best be facilitated. Professional educators/leaders/counselors and candidates should be able to demonstrate Pedagogical Content Knowledge by anticipating and recognizing common misconceptions, typical misunderstandings, and developmentally appropriate responses to instruction or clinical practices and assessment for the content area.

Pedagogical Content Knowledge interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Pedagogical Content Knowledge is necessary to make appropriate pedagogical decisions based upon complex interconnections with the other strands. Pedagogical Content Knowledge interacts with pedagogical knowledge to develop content appropriate instruction and assessment in the context of understanding the diversity of students'/clients' backgrounds, experiences, motivations, learning styles, abilities and interests. Other interactions include the potential for technology to broaden the scope of readily accessible knowledge and enhance instruction, behavior change, the impact of emotional intelligence on knowledge acquisition, and the professional qualities and dispositions of the educator/leader/counselor.

Diversity (Strand 3)

Teacher candidates and candidates for professional roles are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings.

This strand represents our commitment to assuring educators/leaders/counselors and candidates are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings. This strand includes valuing Diversity as socially and culturally beneficial, appreciating the contributions of diverse populations, understanding how to adapt personal responses and professional practices in different contexts, and supporting equitable access and outcomes for all populations.

Diversity interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Diversity is an important component in framing content knowledge, delivering services to meet individual needs, making pedagogical decisions and applying technology to facilitate learning. Diversity is fused with the development of Emotional Intelligence and Professionalism to facilitate sensitive and respectful communication in all settings.

Technology (Strand 4)

Teacher candidates and candidates for professional roles apply appropriate technology to add value to the learning/leadership/clinical process.

The Technology strand represents the unit's commitment to assuring professional educators/leaders/counselors and candidates are knowledgeable and able to make thoughtful, appropriate applications of technology to add value to the learning process, to determine the essential conditions for effective use, and to understand its powerful role in shaping individual lives and society.

Technology interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Technology is an important component in making appropriate content and pedagogy decisions related to appropriate assignments and activities, research requirements, and information technology literacy requirements. Technology can support the application of emotional intelligence to enhance student learning and client outcomes for diverse populations through innovative options for instruction and assessment. Technology can also support professionalism by facilitating productivity, planning, and administrative functions.

Professionalism (Strand 5)

Teacher candidates and candidates for professional roles understand and demonstrate the qualities and dispositions of professionals.

Professionalism interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Professionalism is an important component in guiding content knowledge applications and pedagogy decisions, communicating effectively with technology, appropriately demonstrating the five emotional intelligence attributes (as listed below), and in engaging in relationships with diverse populations or in diverse settings.

Emotional Intelligence (Strand 6)

Teacher candidates and candidates for professional roles develop Emotional Intelligence and are cognizant of its significance as a positive disposition in teaching, leadership, learning, counseling, and adjusting in life.

Our faculty identified Emotional Intelligence as a critical disposition in the development of our candidates.

This strand represents our commitment to assuring professional educators/leaders/counselors and candidates develop Emotional Intelligence and are cognizant of the significant role Emotional Intelligence plays in effective teaching, learning, and adjusting in life. Emotional Intelligence includes:

1. An awareness of one's own emotions and the emotions of others (competence)
2. Constructively expressing and controlling feelings (self-regulation)
3. A recognition that life is full of choices and each person is responsible for his or her decisions and actions (motivation)
4. The ability to take the perspective of others (empathy)
5. Listening to others, understanding others, interpreting guidelines for social relationships, and cooperating as a team member (social skills)

Emotional Intelligence interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Emotional Intelligence is an important component in learning and guides professional practice in selecting content, pedagogy/techniques, and technology to facilitate learning and/or behavior change/growth for diverse populations.

Professional Dispositions

During the 2006–2007 academic year, professional dispositions were adopted to be used by all programs within the CEHS unit (NCATE and non-NCATE). A scoring rubric was developed to assess these professional dispositions. It was recommended by the Unit Assessment Committee and then approved at the March 7, 2007, Faculty Meeting that each program would assess these dispositions twice within their program—once during the final review of the Conceptual Framework portfolio and a second time to be determined by each program, which could be either at the midpoint and/or entrance into a program to track growth of the candidate and, if indicated, to provide intervention for any area noted as deficient or at the unacceptable level.

- Candidate demonstrates **honesty/integrity** by being truthful with clients/students, peers, and applicable organizational stakeholders, and in their professional work (e.g., documentation, communication, presentations, assessments, and research).
- Candidate demonstrates **reliability/responsibility** by being accountable to clients/students, peers, and other applicable organizational stakeholders, completing assigned duties and tasks, and accepting responsibility for errors.
- Candidate demonstrates **respect for others** by talking about and treating all persons with respect and regard for their individual worth and dignity; being fair and nondiscriminatory; routinely inquiring or expressing awareness of the emotional, personal, familial, and cultural influences on client/student well-being and their rights and choices of professional/educational services; and maintaining appropriate confidentiality.
- Candidate demonstrates **self-improvement** through **professional development** such as attending and/or contributing to conferences, keeping current with and/or contributing to professional literature, and actively participating in planned organizational improvement initiatives/activities.
- Candidate demonstrates **self-awareness/knowledge of limits** by recognizing the need for guidance and supervision when faced with new or complex responsibility, being insightful of the impact of one's behavior on others, and being cognizant of appropriate professional boundaries.
- Candidate demonstrates **communication/collaboration** by working cooperatively and communicating effectively to achieve client/student and organizational goals.
- Candidate demonstrates **altruism/advocacy** by adhering to the best interests of the client/student, and putting the best interest of the client/student above self-interest and the interests of other parties.

The dispositions listed above originated with the American Pediatrics Board, with wording changes to accommodate CEHS programs.

Core Assessment

The National Council for the Accreditation of Teacher Education (NCATE) requires institutions of higher education to have a unit assessment system containing common unit assessments across all programs that prepare teachers and other professional school personnel to work in pre K–12 environments (NCATE 2000 standards). Similarly, the North Central Association, Council of Rehabilitation Education, Commission for the Accreditation of Allied Health Education Programs, Council for Accreditation of Counseling and Related Educational Programs, and other accreditation councils are recommending or requiring programs to develop and track standardized assessments such as grade point average, key measures and impact on student learning, and progress throughout a program. The College of Education and Human Services adopted the following common unit assessments at the March 1, 2006, Faculty Meeting:

Core Assessment for NCATE or NCATE-Related Programs

1. Grade point average (minimum entrance requirement)
 - Undergraduate programs—2.5
 - Graduate programs—2.7
2. Praxis II, or content test if Praxis II is not required for the program area
3. Student teaching/intern evaluation or external review for application of the acquired content knowledge, specific to the program area or Specialized Professional Association (SPA)
4. Impact on student learning or client needs
5. Portfolio Process
 - Focus to be conceptual framework strands (content knowledge pedagogical content knowledge, technology, emotional intelligence, diversity, professionalism)
 - Dispositions
 - Tracking candidate progress through decision points/gates
 - Entrance (candidates learn the requirements)
 - Midpoint (progress check prior to student teaching/internship)
 - Program completion (final portfolio assessment)

Core Assessment for Non-Education Programs

1. Grade point average (minimum entrance requirement)
2. Content test, a measure of acquired content knowledge
3. Intern evaluation or external review for application of the acquired content knowledge, specific to the program area or unique accrediting agency, or professional societies that have guidelines for programs
4. Impact on client needs
5. Portfolio process
 - Focus to be conceptual framework strands (content knowledge, practice, diversity, technology, professionalism, and emotional intelligence)
 - Dispositions
 - Tracking candidate progress through decision points/gates
 - Entrance (candidates learn the requirements)
 - Midpoint (progress check prior to internship)
 - Program completion (final portfolio assessment)

Impact on Student Learning/Client Needs

Core assessment number 4 for NCATE or NCATE-related programs addresses evaluation and external review for the application of required knowledge specific to the program area or SPA. The college has created a Student Learning/Client Needs Form (on the following pages) to address this assessment. The form was based on a sample shared by Dr. Anne Bauer from the University of Cincinnati, who collaborated with CEHS on the development and use of the tool.

This impact assessment tool is to be completed during a field or clinical experience within each program at least once. All NCATE-related programs complete the form on Tk20, and programs who have chosen not to use Tk20 can have their candidates complete the form by other means (paper or electronic).

A candidate completes the assessment on three students/clients with whom they are working. A program standard is chosen to be assessed. The candidate first predicts how well each of the students/clients will do before the new concept or behavioral goal has been implemented. Next, they reflect about the accuracy of their projected results in relationship to how the student/client actually performed. A cooperating teacher or supervisor can then confirm or deny the candidate's rating in relation to their rating of the same three students/clients.

Wright State University
College of Education and Human Services
Impact on Student Learning/Client Needs

Candidate Name _____ School/Placement _____

Mentor/Cooperating Teacher/Supervisor _____ Date _____

Candidate Program: _____

Identify three students/clients (by an alias) whose performance you will document

Student/Client 1	Student/Client 2	Student/Client 3

Please indicate whether this is an academic or behavioral event. Then check the nature of the event.

Academic: <input type="checkbox"/> Reading, literacy, lang. arts <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Art/Music <input type="checkbox"/> Other _____ Counseling: <input type="checkbox"/> Personal/Social <input type="checkbox"/> Career <input type="checkbox"/> Crisis <input type="checkbox"/> Other: _____	Academic: <input type="checkbox"/> Reading, literacy, lang. arts <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Art/Music <input type="checkbox"/> Other _____ Counseling: <input type="checkbox"/> Personal/Social <input type="checkbox"/> Career <input type="checkbox"/> Crisis <input type="checkbox"/> Other: _____	Academic: <input type="checkbox"/> Reading, literacy, lang. arts <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Art/Music <input type="checkbox"/> Other _____ Counseling: <input type="checkbox"/> Personal/Social <input type="checkbox"/> Career <input type="checkbox"/> Crisis <input type="checkbox"/> Other: _____
OR	OR	OR
Behavioral <input type="checkbox"/> Increase/Decrease production <input type="checkbox"/> Increasing engagement	Behavioral <input type="checkbox"/> Increase/Decrease production <input type="checkbox"/> Increasing engagement	Behavioral <input type="checkbox"/> Increase/Decrease production <input type="checkbox"/> Increasing engagement

Write your goal for the student/client in regards to your instruction or actions. Cite specific standards for your goals.

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Identify outcomes for each student/client, beginning with the most likely outcome. This would be the outcome expected to occur at the end of the instructional period. Next, describe two higher levels of success, which would be more than expected (+1) and much more than expected (+2). Do the same for the lower levels of progress as well, including less than the expected outcome (-1) and much less than expected (-2). Identify the date on which you will review the students' progress and who will rate the student (you, a mentor or cooperating teacher, assistant).

Level of Expected Outcome	Student/Client 1	Student/Client 2	Student/Client 3
Review Date			
Reviewer			
Much more than expected (+2)			
More than expected (+1)			
Most likely outcome			
Less than expected (-1)			
Much less than expected (-2)			

1. Identify the major ways you evaluated the outcomes for each of these students/clients. Specifically, what methods and steps did you used to evaluate them (observation, test, rubric, questions, participation in a lesson/activity, task completion, etc.).

What was the decision-making process utilized for evaluating these particular outcomes?

2. Estimate the degree to which your plan was carried out as intended:

_____ As planned

_____ Almost as planned

_____ With a moderate amount of change

_____ With many changes

3. Rate each student/client's outcome on the review date and report both the goal attainment scale and the reviewer/rater below:

Student/Client	Date	Goal Attainment Rating (-2, -1, 0, +1, +2)	Reviewer/Rater (self, cooperating teacher etc.)
Student/Client 1			
Student/Client 2			
Student/Client 3			

4. If you had another individual rate the goal attainment, what was the agreement of your ratings? For example, Student 1 ~ my rating was 1 and my cooperating teacher's rating was -1.

5/23/06

Acronyms

AAALF	American Association for Active Lifestyles and Fitness
AACE	Association for Advancement of Computers in Education
AACTE	American Association of Colleges for Teacher Education
AAHE	American Association for Higher Education
AAHPERD	American Alliance for Health, Physical Education, Recreation, and Dance
AAPA	American Academy of Physician Assistants
AAUP	American Association of University Professors
AAUW	American Association of University Women
ACA	American Counseling Association
ACEI	Association of Childhood Education International
ACES	Association for Counselor Education and Supervision
ACSM	American College of Sports Medicine
ACTTE	Academy for Career and Technical Teacher Education
AECT	Association for Educational Communication and Technology
AED	Automatic External Defibrillators
AELP	Alternative Educator License Program
AERA	American Educational Research Association
AGS	American Guidance Service
AMHCA	American Mental Health Counselors Association
AMTE	Association of Mathematics Teacher Educators
APA	American Psychological Association
APE	Adapted Physical Education
ARCA	American Rehabilitation Counseling Association
ASCD	Association for Supervision and Curriculum Development
ASL	American Sign Language
ASTD	American Society for Training and Development
ASTO	Athletic Training Student Organization
ATE	Association of Teacher Educators
ATR	Athletic Training
AURCO	Association for University Regional Campuses of Ohio
AYA	Adolescent to Young Adult
BASA	Buckeye Association of School Administrators
BIPE	Basic Instruction Physical Education
BPA	Business Professionals of America
BPRA	Budget Planning and Resource Allocation
CA	Creative Arts Center
CAATE	Commission on Accreditation of Athletic Training Education
CACREP	Council for Accreditation of Counseling and Related Educational Programs
CAAHEP	Commission for the Accreditation of Allied Health Education Programs
CAELA	Content Area Language Experience Approach
CASA	Committee on Academic Standards and Accreditation
CaTS	Computing and Telecommunications Services
CCWAVES	Commission on Certification of Work Adjustment and Vocational Evaluation Specialists
CD	Compact Disc

CEC	Council for Exceptional Children
CEHS	College of Education and Human Services
CISM	Critical Incident Stress Management
CLASS	Create Laboratory Access for Science Students (National Science Foundation)
COLA	College of Liberal Arts
Co-PI	Co-Principal Investigator
CORE	Council of Rehabilitation Education
COSM	College of Science and Mathematics
CRCC	Commission on Rehabilitation Counseling Certification
CSAC	Classified Staff Advisory Council
CSVRA	Council of State Vocational Rehabilitation Administrators
CTA	Career-Technical Audit
CTL	Center for Teaching and Learning
CUE	Council on Undergraduate Education
CUPA	Center for Urban and Public Affairs
CVE	Certified Vocational Evaluation
CWA	Certified Work Adjustment
DACORA	Dayton Area Chapter of Ohio Rehabilitation Association
DAN	Divers Alert Network
DARS	Degree Audit Reporting System
DASA	Dayton Area Superintendents Association
DECA	Distributive Education Clubs of America
DHRC	Dayton Holocaust Resource Center
DO	Dean's Office
DPD	Division of Professional Development
DVD	Digital Video Disc
ECE	Early Childhood Education
ED	Education
EDE	Education–Early Childhood
ED LINK–12	Educational Leadership Information Network
EDL	Department of Educational Leadership
EDT	Educational Technology
EERA	Eastern Educational Research Association
ELCC	Educational Leadership Constituent Council
ERC	Educational Resource Center
ERIC	Educational Resources Information Center
ESC	Educational Service Center
ESSEA	Earth System Science Education Alliance
ETS	Educational Testing Services
FAS	Financial Accounting System
FYCAC	First Year Experience Advisory Council
GA	Graduate Assistant
GE	General Education
GDATA	Greater Dayton Athletic Trainers Association
GLOBE	Global Learning and Observations to Benefit the Environment
GMVETC	Greater Miami Valley Educational Technology Council
GP	Graduate Programs
GPA	Grade Point Average
GPS	Global Positioning System
GRE	Graduate Record Examination
GSA	Geological Society of America
HEA	Higher Education Act

HOSTS	Helping One Student to Succeed
HPR	Department of Health, Physical Education, and Recreation
HS	Department of Human Services
(I)	Invited
ICAP	Individual Competency Attainment Profile
IEP	Individualized Education Plan
IFIP	International Federation for Information Processing
IHE	Institutions of Higher Education
ILILE	Institute for Library and Information Literacy Education
IMC	Instructional Materials Center
INTASC	Interstate New Teacher Assessment and Support Consortium
IP	Internet Protocol
ISLR	Interpreting and Sign Language Resources
ISTE	International Society for Technology in Education
ITCE	Information Technology in Childhood Education
IT	Information Technology
IVDL	Interactive Video Distance Learning
JIF	Job Inventory Form
LERN	Learning Resources Network
LPDC	Local Professional Development Committee
MAT	Miller Analogies Test
MATEP	Midwest Association of Teachers of Educational Psychology
MC	Middle Childhood
MCL	Microcomputer Lab
MIMIC	Modeling Instruction with Modern Information and Communication Technologies
MPL	Media Production Lab
MST	Master's of Science in Teaching
MWERA	Midwestern Educational Research Association
NAACP	National Association for the Advancement of Colored People
NACADA	National Academic Advising Association
NAEYC	National Association of the Education of Young Children
NAGC	National Association for Gifted Children
NAME	National Association of Multicultural Education
NASPE	National Association of Sport and Physical Education
NATA	National Athletic Trainers Association
NATABOC	National Athletic Trainers Association Board of Certification
NATIE	National Association for Trade and Industrial Education
NAVESNP	National Association of Vocational Education Special Needs Personnel
NBU	Non-Bargaining Unit
NBUFM	Non-Bargaining Unit Faculty Member
NBPTS	National Board for Professional Teaching Standards
NCA	North Central Association
NCAA	National Collegiate Athletic Association
NCACES	North Central Association for Counselor Education and Supervision
NCADA	National Academic Advising Association
NCATE	National Council for Accreditation of Teacher Education
NCME	National Council on Measurement in Education
NCORE	National Conference on Race and Ethnicity in American Higher Education
NCPERID	National Consortium for Physical Education and Recreation for Individuals with Disabilities
NCRE	National Council on Rehabilitation Studies
NCSS	National Council for the Social Studies

NCTAF	National Commission on Teaching and America's Future
NCTM	National Council of Teachers of Mathematics
NECC	National Educational Computing Conference
NNER	National Network for Educational Renewal
NSES	National Science Education Standards
OACES	Ohio Association for Counselor Education and Supervision
OAHPERD	Ohio Alliance of Health, Physical Education and Recreation
OAPEC	Ohio on Adapted Physical Education Consortium
OASCES	Ohio Association of Supervisors and Coordinators for Exceptional Children
OASGW	Ohio Association for Specialists in Group Work
ATA	Ohio Athletic Trainers Association
OBR	Ohio Board of Regents
OCA	Ohio Counseling Association
OCPEA	Ohio Council of Professors of Educational Administration
OCSS	Ohio Council for the Social Studies
OCTELI	Ohio Career-Technical Education Leadership Institute
OCTEO	Ohio Confederation of Teacher Education Organizations
ODE	Ohio Department of Education
OELMA	Ohio Educational Library Media Association
OFCEC	Ohio Confederation of the Council for Exceptional Children
OHAAA	Ohio Academic Advisors Association
OHSA	Ohio High School Athletic Association
OMHCA	Ohio Mental Health Counselors Association
OISM	Ohio Integrated Systems Model
OPFE	Office of Professional Field Experiences
OPLA	Ohio Principal Leadership Academy
OPLIN	Ohio Public Library Information Network
ORSC	Ohio Rehabilitation Services Commission
OSCA	Ohio School Counselor Association
OSBA	Ohio School Boards Association
OSERS	Office of Special Education and Rehabilitation Services
OSI	Ohio Science Institute
OSU	Ohio State University
OTPTAT	Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board
PACE	Physician Assistant National Certifying Examination
PCIRC	Patron Circulation
PEP	Physical Education Program
PDA	Personal Digital Assistant
PI	Principal Investigator
PRIME	Prompt Intervention in Mathematics Education
(R)	Refereed
RCOP	Regional Community of Practice
RETAINS	Retention of Ethnic Teachers and Increasing Networks of Support
RHB	Rehabilitation
RPDC	Regional Professional Development Committee
SAC	Student Affairs Committee
SAHE	Student Affairs in Higher Education
SEPDAC	Special Education Personnel Development Advisory Committee
SERRC	Special Educational Regional Resource Center
SIG	Special Interest Group
SIGTE	Teacher Educators Special Interest Group
SIS	Student Information System

SITE	Society for Information Technology and Teacher Education
SOAR	Summer On-campus Advising and Registration
SOCHE	Southwestern Ohio Council for Higher Education
SOITA	Southwestern Ohio Institutional Technology Association
SOL	Society for Organizational Leadership
SPA	Special Program Assessment
SS	Student Services
STAC	Student Technology Assistance Center
STEM	Science, Technology, Engineering, and Mathematics
STEP	Standards-Based Teacher Education Program
SUED	State University Education Deans
TA	Teaching Assistant
TED	Department of Teacher Education
TIAA–CREF	Teachers Insurance and Annuity Association—College Retirement and Equities Fund
Tk20	Campus Tools Higher Education System
TQP	Teacher Quality Partnership
TTW	Transition to Work
UCEA	University Council on Educational Administration
ULI	Urban Literacy Institute
USAC	Unclassified Staff Advisory Council
VEWAA	Vocational Evaluation Work Adjustment Association Forum
VOE	Vocational Education
WOEA	Western Ohio Education Association
WRPDC	West Region Professional Development Center